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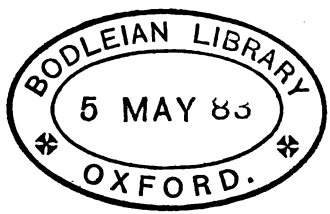
THE

NATIONAL SCHOOLMASTER.

VOLUME XI.



MANCHESTER:
JOHN HEYWOOD, DEANSGATE; AND RIDGEFIELD, JOHN DALTON STREET;
AND 11, PATERNOSTER BUILDINGS, LONDON.
1881.

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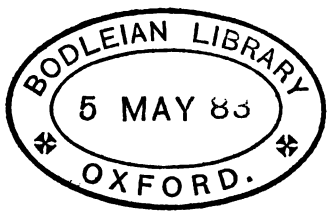

MANCHESTER:
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1881.

PREFACE.

THE educational history for the year 1881 will depend a good deal for its title to notoriety on the course which events take in 1882. If the "New Proposals" of Mr. Mundella are embodied in the Code for 1882, and form the Regulations under which school grants will be administered during the next half-dozen years, then it will be recorded that these Proposals were first brought forward in the autumn of 1881, and submitted to the criticism of managers and teachers. The Proposals, however, have been freely handled, and the points on which they have deviated most from the existing Code, have been almost generally objected to. The Department have also steadily refused to disclose the financial part of the scheme, which is certain to be narrowly and suspiciously scanned, as soon as it appears in the Code, when it is laid on the tables of the Houses of Parliament. The session of 1882 does not seem to us to promise any suitable opportunity of educational discussion, such as the New Proposals would undoubtedly have to undergo, before they could be embodied in the Educational Code. With Ireland in a state of revolution, with a sweeping alteration in the rules of Parliament as the chief Government measure for the year, with useful measures of all kinds left over for consideration from past sessions, it would be difficult to find time for the discussion of these New Proposals, unless, financially and otherwise, they were of a nature to gain universal acquiescence. The present time is hardly opportune for any new appearance of educational legislation. The legislative machine is choked with talk and obstruction; it turns out work in decreasing quantity every year; and it may seem to many persons that education has had quite its fair share, if not more than its fair share, of Parliamentary attention since the year 1870. We are sorry to see that Mr. Mundella has not been well for some time, and that he is advised to take a rest from official duties for some weeks. The success of the scheme depends entirely upon him. Earl Spencer, while he has given it his

loyal support, does not pretend to regard it with anything approaching to enthusiasm. During the last month or two, the revelations that have been made concerning the management of St. Paul's Industrial School have seriously damaged the reputation of the London School Board, and School Board administration in general. What is known as the "official ring" have experienced a crushing defeat, and some notion may be formed of the strength of the public feeling on the matter, from the undignified haste which such a shrewd politician as the Home Secretary has shown to range himself on the winning side, and throw all the responsibility for what has occurred on the School Board.

It has been our function during the last eleven years to record the educational events of the months as they pass, and furnish the cheapest educational journal to be had, we believe, in the United Kingdom. We trust our readers will do their best to extend our circulation in quarters where the magazine may not be known. For our part, we shall not cease our endeavours to present in a succinct and compact and readable form the educational history of each month as it passes.

INDEX TO VOLUME FOR 1881.

A.

Aberdare, Lord, on Education 144
Agriculture, Teaching of, through School-books 27
Albany, Duke of, Historic Associations of Title 124
Alcohol and Its Effects, Dr. Richardson on 125
Amateur Schemes for Improvement of Code 122
Annual Meeting of the National Society. 166
Annual Meeting of Schoolmasters' Benevolent Institution 146
Appendix to the New Code, 1881..... 72
Assault on a Sheffield Schoolmistress.... 28
Assistant Secretary to the Union, Appointment of 188

B.

Barber, George, his Evidence on St. Paul's Industrial School 277
Beaconsfield, Lord, Death of 95
Blind Man's School, A..... 181
Blue Book for 1880 ..37, 59, 80, 135, 157, 175
Blue Book for 1881 250
Bookseller, The, on London Board and its Schoolbooks..... 54
British and Foreign School Society 143
Burgess, Rev. R. B., on New Proposals for Code..... 243
Buxton, Mr. E. N., on St. Paul's Industrial School 278

C.

Canterbury, Abp. of, on Church Schools. 166
Canterbury, Archbp. of, on Work of a Teacher 145
Certificates, Inspectors' Reports on 153
Chamberlain, Mr., on Educational Expectations 249
Charter of Incorporation for National Union 3
Compulsory Annuity Fund for Teachers 217
Corporal Punishment, Question of, 4, 16, 63, 89, 108, 208, 232
Criticism on New Proposals for Code.... 230

D.

Daily Telegraph on Punishments in Schools 4
Daniel, Rev. E., Report of Examination for Scholarships..... 180
Delusions concerning Education..... 247
Deputation to the Department 12
Deputation to London Board on Dismissal of a Teacher 140
Discussions in the Union, The 83
Disorder at the Lambeth Conference.... 121

E.

Education Department on Deputations.. 98
Election of Assistant Secretary to the Union 244, 259
Election of School Board for Leamington 109

F.

Fees to Poor Parents, the Body that should pay them 172
Finances of the Union, The 95
Free Education League, Formation of .. 196
French Ambassador on Corporal Punishment in France 16

G.

General Association of Managers and Teachers 152
Goffin Case, The..... 171, 194
Goffin *v.* Donnelly, Case of..... 75
Grove, Mr. J. W., and the French Ambassador..... 4

H.

Hamilton, Lord G., on the Goffin Case.. 194
Harcourt, Sir W., on Education and Intemperance 6
Harcourt, Sir W., Letter to Mrs. Surr on St. Paul's School 280
Haslam, Mr., Complaints of his Mode of Examination 109
Heller, Mr., Letter of, on Provident Society 35, 48
Horton, Alfred, Evidence on St. Paul's Industrial School 275

K.

King, Mr., his Report in the Blue Book .. 37

L.

Lambeth Conference, The 104, 118
Langler, Mr., Address on Education.... 219
Leadership in the Union 133
Legard, Mr., his Report in the Blue Book 39
Leopold, Prince, his New Title..... 124
London Board Expenditure for 1881, Estimate of 65

M.

Maccarthy, Mr., his Scheme for Improving the Code 121
McLaren, Mr., on Free Education 196
Manchester, Bishop of, on Religious Instruction 170
Manuals of Education and Pedagogy.... 160
Married Women as Teachers..... 281
Monorieff, Mr., his Report in the Blue Book 59
Mundella, Mr., on Amendments in the Code 5, 124
Mundella, Mr., on Diminution of Drawing Grant..... 195
Mundella, Mr., on Foreign Intelligence.. 1
Mundella, Mr., on The Goffin Case..... 195
Mundella, Mr., on Juvenile Crime 26
Mundella, Mr., on Lord Sandon's Act .. 2
Mundella, Mr., on Pensions for Teachers 32, 195
Mundella's, Mr., Speech at Borough Rd. 45
Mundella's, Mr., Speech at Nottingham.. 95
Mundella, Mr., on The Teaching of Agriculture 27
Mundella, Mr., on Revision of Code 202

N.

National Society, Annual Meeting of.... 166
National Society, Memorial of, on New Proposals 267
National Provident Society 27, 147
National Union, Annual Conference of, 74, 97
National Union, Condition of 49
National Union on Mr. Mundella's Scheme for Pensions 287
National Union on New Proposals for Code 228
National Union on Pensions for Teachers 6
National Union, Proceedings of ..21, 69, 118, 173, 188, 259
National Union on the question of Pupil-Teachers 99
National Union on the question of Training Colleges..... 3
New Proposals from a Teacher's Point of View 223
New Proposals under Criticism 225
Norwich Board and the Penny Fee ..18, 67
Norwich Board's Refusal to Act with the Vice-Chairman 219, 234

O.

Oakeley, Mr., his Report in the Blue Book 60
Obstruction in the London School Board 54, 64

P.

Pensions for Teachers.....51, 85, 171
Pensions to Schoolkeepers..... 180
Pennethorne, Mr., his Report in the Blue Book 61
Phonetic Spelling, Objections to..... 165
Poem by the Mayor of Plymouth 163
Prepayment of Fees, Courts of Justice on 74, 169
Proposals for the Revision of the Code.. 209

Q.

Question of Admission to Denominational Schools 258

R.

Reading and Spelling 150
Reconstruction of the Code, Statements in Parliament..... 53
Recovery of School Fees..... 161
Reed, Sir C., Death of 75, 107
Refusing Admission at a Board School .. 112
Reports on Teachers' Certificates..... 153
Report of Committee of Council on Education.....174, 184, 235, 261
Representation in Parliament 77, 83
Results of Policy of National Union 119
Reviews of Books, 9, 29, 55, 76, 101, 127, 147, 173, 197, 221, 245, 271
Revised New Testament..... 131
Revision of the Code 57, 199, 273
Richardson, Dr., on Corporal Punishment 63
Richardson, Dr., on the Effects of Alcohol 125
Ricks, Mr., his Report on Religious Instruction.. 169
Rigg, Dr., Letter to Mr. L. Stanley, M.P. 263
Ruskin, Mr., on Teaching Children Morality 124

S.

Sailor's Wife, Liability of, for Educating her Child 1
Salisbury, Marquis of, on Church Education..... 166
School Boards for the Month, 14, 41, 63, 88, 107, 138, 161, 178, 205, 232, 255, 284
School Board Dispute at Stoke 44, 68
School Savings Banks, Circular on 182
Scrutton, Mr., Letter on St. Paul's School 279
Sharpe, Mr., his Report in the Blue Book 80
Spencer, Earl, on the New Proposals, 241, 246
Spencer, Earl, at Bradford on School Board Expenditure 241
Spencer, Earl, on the Reorganisation of the Inspectorate 194
Spencer, Earl, on University Men as Teachers 193
Spencer, Earl, on the Way in which the New Proposals will Work 193
Statistics of Inspection 253
Stevelly, Mr., his Report in the Blue Book 80
Stewart, Rev. D. J., his Report in the Blue Book 135
Stokes, Mr., his Report in the Blue Book 137
St. Paul's Industrial School, Charges of Cruelty at.....257, 265, 275, 285
"Supplies" for Female Teachers..... 138
Surr, Mrs., Letter on St. Paul's School .. 280

T.

Teachers' Association, Annual Conference 25
Teachers' Benevolent Fund 261
Teachers' Library, The 19
Teachers' Orphanage Fund 261
Teachers' Provident Society..... 27, 50, 147
Temperance Teaching, *Schoolmaster* on .. 127
Times, The, on the New Proposals 242
Training Colleges, Question of Admission to..... 99
Trades Union Congress on National Society's Reading Books..... 217
Tremenheere, Mr., his Report in the Blue Book... 157

W.

Waddington, Mr., his Report in the Blue Book 175
Wesleyan Deputation on New Proposals. 268
Wilkinson, Mr., his Report in the Blue Book 176
Whitwell, Mr., M.P., Death of.....: 3

Y.

York, Archbishop of, on Board and Voluntary Schools 155
York, Archbishop of, on the Teaching of Morality in Schools 156
York, Dean of, on Religious Instruction. 218

The National Schoolmaster.

SUMMARY.

A CASE came before the Queen's Bench Division of the High Court of Justice in the December sittings, whether a mother could be fined for neglecting to send a child to school when her husband was a mariner on the sea. The Liverpool magistrates hesitated to convict in this matter, and the Clerk to the School Board appealed from their decision to the Court of Queen's Bench. Lord Coleridge decided that the mother, having the actual care and custody of the child, was liable for a neglect of the education laws.

Mr. Charles, Q.C., appeared for the Board; no one appeared for the defendant.

On the case being stated by Mr. Charles,

Lord Coleridge at once asked if any counsel appeared for the defendant, and on finding that no one appeared on her behalf, said the case was too clear for argument, and proceeded to give judgment against the defendant. In this particular case, he said, it did not appear that the child was the child of the husband, and, indeed, the contrary rather appeared, for the child was stated to be "her" child, not his, and the names were different. He did not, however, purpose to decide the case on that ground, but on the broader ground that in the absence of the husband, whether by desertion or in the pursuit of his calling, it might be for months or years, the person having the actual care and custody of the child was liable for neglect of these laws. Otherwise, the whole of the seafaring population of a great maritime country would be out of the scope of the Education Acts.

Mr. Justice Field concurred.

On the 1st of December Mr. Mundella paid a visit to Huddersfield for the purpose of opening a new board school. In the course of his remarks he stated, that if there was one thing that he dreaded more than foreign tariffs, it was foreign intelligence. The right hon. gentleman gave the following account of the method by which the new Education Act was coming into operation:—

They had been told that he had been instrumental during the present year in passing an Act of Parliament which made bye-laws compulsory and attendance at school compulsory throughout the length and breadth of the land. Now he was happy to be able to give them a very good account of the working of that measure already. It did not come into operation until the 1st of January next; but in the meantime the whole of the School Attendance Committees and School Boards and all

the poor-law unions of England had the option of choosing whether they would adopt the Act, or whether, after the 1st of January, the Department should make bye-laws for them. Let him report the result, because he was exceedingly gratified at the last news he had received from the Department in that respect. Taking the census of England and Waless in 1871, the population was over 22,000,000. From 6,000,000 to 7,000,000 had been without bye-laws; but he was happy to tell them that, taking the old census, all but 1,000,000 had, without any pressure whatever from the Department, applied for bye-laws. There was yet another month for the remaining 1,000,000 to apply, and he had no doubt that, without any kind of action on the part of the Department with which he was connected, the whole of England and Wales on January 1st, 1881, would be under compulsion.

Having thus blown his own trumpet with due vigour, Mr. Mundella next proceeded to show how the handiwork of Lord Sandon was falling to pieces :—

Lord Sandon, in 1876, supplemented Mr. Forster's Act by an Act which was intended by indirect compulsion to bring more children into the schools. At that time—the year 1876—nearly half the population was under bye-laws. Lord Sandon enacted that a standard for employment should come into operation, beginning at the second, rising through the third and fourth, and on the 1st January next year it was to stand thus—that no child under fourteen years of age was to be employed unless it could pass the Fourth Standard, or prove that it had made 250 attendances a-year for the five previous years. This year it had been the Third Standard. What had been the effect? There was the law requiring the child to pass the standard or make the attendances, but there was not the compulsion to send the child into the school, and, as a consequence, thousands of children had been unable to pass the standard, and thousands had been unable to prove the attendances; and it fell to his (Mr. Mundella's) lot, strong an advocate of education as he was, to relax the law for the next year, otherwise they must have hindered thousands—probably tens of thousands—of children from labour. They had no other alternative; either they must let the law fall into contempt—which was the very worst thing to do with any law—and that would have broken down their natural system, or else they must have enforced what would have been an intolerable hardship upon thousands of parents in this country, and thousands of employers of labour too. He believed that in the rural districts it would practically have swept the fields of labour. As Mr. Brooke had told them, he had introduced a bill which had become an Act, and which put the indirect compulsion in abeyance, and said that in any district the poor-law union or School Board could adopt bye-laws; or if they would not, the Department would make them for them, and that wherever bye-laws were adopted the children might work under the conditions of these bye-laws.

In the remaining observations which Mr. Mundella made at this meeting he seemed to forget that Earl Spencer is President of the body of which he is Vice-President. "*He* had not decided as to what extent *he* should deal with the Code at present." It is a trick that effusive speakers like Mr. Mundella and the Bishop of Manchester are fond of using, when saying anything strongly in accordance with their preconceived opinions, to put it in a form as though they had a difficulty in making the announcement. Whenever a sentence in such speeches commences "He was bound to state," the reader may at once decide that the obligation is a rhetorical one, and that the speaker is giving expression, in a somewhat pompous form, to his one-sided views on the question.

He was bound to state that the more he saw and inquired into the matter, the more was he satisfied that teaching the child the common things of life, the laws of health, the laws which govern nature, something of physical geography, and something

of the sciences, opened the faculties of the child and taught it to think, not as a mere machine, but educated it and reduced its faculties, and its training became the more thorough. He had made very careful inquiry into this matter, because, as they were aware, the House of Lords had passed a resolution cutting off the fourth schedule from the Code. He had not decided as to what extent he should deal with the Code at present. That was a matter for the future. His inquiries had enabled him to ascertain that where the subjects particularised were well and properly taught, the more children passed in ordinary subjects and the better did they read, write, think, and perform all the other parts of their educational process.

Mr. Whitwell, M.P. for Kendal, who took great interest in all matters affecting education, and did his best to persuade the government to adopt a scheme of pensions for teachers, died on the 28th November.

The Executive Committee of the National Union of Elementary Teachers apparently find themselves hindered in their work for want of a charter of incorporation. The following paragraph shows the method by which this hindrance to the work of the Union may be removed:

Incorporation may he obtained in two ways: (1) By Royal Charter or Act of Parliament. (2) Under the Companies' Act.

INCORPORATION BY ROYAL CHARTER.—The grants of royal charters, formerly frequent, have become rare during the past twenty years. Charters have already been granted to two educational bodies in great Britain, viz., to the College of Preceptors in England (1849) and the Educational Institute of Scotland (1851). Royal charters appear to have been granted solely to bodies exercising or intending to exercise functions productive of some public benefit, and doing, or intending to do, work of importance to the general community. The cost of incorporation by royal charter would, if the petition be favourably received, be about £250 or £300.

Mr. Sykes, with a sudden gleam of common sense, interposed in the midst of the discussion, and said he did not think the Government could be induced to grant a charter. He moved an amendment to refer the matter back to the Committee for consideration and report. Mr. Graves seconded the amendment, which was put, and agreed to.

At this meeting, the Executive Committee, having discovered the folly of their previous action in the Secularist direction, had a long discussion as to the best method of retracing their steps with dignity. It was finally resolved that the resolution passed on October 15, "That the time has arrived when an effort should be made to secure for Queen's Scholars the right of admission to Training Colleges, irrespective of their denominational views" should be amended to read thus, "That a Committee be appointed to consider and report upon the difficulties attending admission to Training Colleges of pupil-teachers, who have successfully completed their apprenticeship and passed Scholarship

Examination." Our readers will remember that we pointed out the folly of this policy, now repudiated, in our article on the "National Union and the Training of Teachers" in the November number of this Magazine. The President of the Ripon and District Teachers Association writes to the *Schoolmaster* in strong reprobation of the action of the Executive Committee. In the two concluding paragraphs of his letter he says :—

Let all friends of religious instruction stand shoulder to shoulder, and determine to maintain the training colleges in their present state. It will be an evil day for England when these places are thrown open to all Queen's Scholars "irrespective of their denominational views." If the Secularists, the Atheists, and Ultra-radicals are not satisfied with the present state of things, they should establish colleges for themselves, and for their followers.

At the next meeting of the members of the "Ripon and District Association of Teachers," the action of the Executive in bringing forward this resolution for discussion will be taken into consideration. Several members have already expressed their opinion that the Association should withdraw in a body from the Union, as they feel very strongly that they cannot support it in its present course.

Mr. J. W. Grove, who was specially honoured by the notice (if somewhat hostile) of the French Ambassador in a letter to the *Times*, has replied to the comments of his Excellency in the following letter which appeared in the *Times* of December 12.

SIR,—I would not willingly show the slightest discourtesy to your distinguished correspondent, M. P. Challemel-Lacour, and, therefore, regret in my glance at your issue of Wednesday I missed his letter, and have only just read it. Upon the occasion of the deputation from the National Union of Elementary Teachers to the School Board for London upon the subject of corporal punishment in schools, I answered Miss Helen Taylor to the best of my knowledge and belief, founded upon my reading and such information as I have obtained from friends. Passing by the admission of his Excellency that the system condemned was said (by Frenchmen, I presume) to be a characteristic feature in the discipline of a certain class of French schools, I shall be pleased to give due weight to his correction, and shall be still further indebted to him if he will instruct one of his staff to inform our deputation what measures are used in place of corporal punishment to secure discipline in French schools. I was not traducing the character of French boys, of whom I know something as pupils, but describing the results of the system, which I believed to exist there, if applied to English boys.

Permit me to add that no mention was made at the deputation of either THE SCHOOLMASTER or its editors, and that I certainly cannot claim THE SCHOOLMASTER as my "own newspaper."—I am, Sir, &c.,

JOHN W. GROVE.

17, Ridinghouse-street, W., Dec. 10, 1880.

The *Daily Telegraph* in an article on the subject thus describes the present mode of punishment in French Schools.

At the present time it may be fairly stated that a boy in a French public school, be it a lycée, or college, or a primary one, runs no more risk of being beaten than he does of being hanged or shot. Did a master venture to thrash a scholar the assailant would be at once prosecuted "pour sévérité." Neither birch, nor strap, nor cane is ever heard of in a French public school. The discipline is, on the whole, strict even to the extent of being rigorous. "Pensums" or "impositions" of great length,

stoppage of leave—a much-dreaded punishment to young collegians mewed up during six days of the week between four high walls, and longing for their "exeat," which entitles them to enjoy a Sunday outing on the boulevards—and, in extreme cases, confinement in the "cachet," or cell, on bread and water, are among the inflictions which in France have been substituted for that of the rod. We do not for one moment contend that the adoption of such a system would be successful were it even practicable in English school life, though corporal punishment has, from the first, been absolutely prohibited at University College School, Gower-street. We are an odd people, entertaining very strong notions touching the liberty of the subject.

Mr. Mundella is a great talker, and it is impossible for us to criticise, much less report in detail, all the speeches he makes. In the Psalms we read that "a man full of words shall not prosper upon the earth," but we should be sorry to interpret this expression in a manner adverse to Mr. Mundella. He seems going about the country declaring "'Codlin's the friend, not Short.' I am Education Minister, not Earl Spencer." We suspect that he is a much more powerful personage making effusive speeches in the provinces, than he is in the Department at Whitehall. The following is the reply that he gave to a deputation from the Huddersfield and District Teachers' Association with regard to amendments in the Code.

Mr. Mundella entered fully into the points raised by the deputation, and promised to give them his full consideration. He assured the deputation that teachers had his utmost sympathy in their arduous work, that it would be his endeavour to relieve them of all unnecessary legislation, so that they might have more time to devote to their proper work—that of teaching; and he wished to give teachers liberty to follow the methods of instruction that most approved themselves to them. With regard to the suggested alterations in the pupil-teachers' syllabus, without committing himself to particular points, he thoroughly sympathised with the spirit of the recommendations. On all points that had to do with the practical work of education he was not merely willing but thankful to hear the views of those who were actually engaged in the work. He took a copy of the suggestions which had been laid before him, and said he would consider them in consultation with some of the most eminent educationists, Her Majesty's Inspectors, and others; and when he had carefully considered the whole subject, and alterations in the Code were made, he should be disposed to let the Code stand for some years, for constant "tinkering" at the Code was harassing to the teachers and prejudicial to education. The deputation then thanked the right hon. gentleman for his courteous reception, and withdrew.

Mr. Mundella, in spite of his effusive talk, does not seem to be doing anything to help teachers. He has directly refused to grant them a Court of Appeal. The teaching body is now suffering from such a glut in the market, that it is often impossible for respectable men on leaving one appointment to obtain another. Perhaps Mr. Mundella thinks this is not a bad state of things, as it will enable school boards to obtain teachers at low salaries: but it means ruin to the unhappy teachers themselves.

When Mr. Forster's Education Act was introduced in 1870, we used to hear a great deal of nonsense about crime and drunkenness being diminished by the extension of education. People fond of talk found at that time nothing better to talk about, and it was ingeniously estimated that the cost of building board schools would be saved in the diminished charges for prisons and police. Sir William Harcourt, who generally speaks sensibly and truthfully when not discussing questions of a party nature, altogether scouts the notion that education is a cure for intemperance. Speaking at Derby on December 21, he says:—

> I have my own personal feelings very strongly to express, and nobody, especially no one who in a public situation is connected with the control in any way of the police or crime of this country, can be otherwise than most deeply impressed, more deeply day by day, with the immense and intolerable evil of intemperance. I was yesterday talking with your excellent chief constable, Colonel Delacombe, and he told me I could take part in no better work in Derby than that of which the object is to stem those evils. The character of the evils, unfortunately, are of that sort that increase rather than diminish with the prosperity of the people. There are evils which we find remedied by greater employment. Intemperance is an evil, unfortunately, that grows with the prosperity we desire to see increased in the country. I am sorry to say I cannot altogether agree with my noble friend in thinking that education is altogether a cure for it. I am sorry to say that I have known many educated men who were addicted to intemperance. We had an interesting meeting at Derby School the other day, where I was glad to see some very promising and distinguished scholars, who, no doubt, are, and always will be, temperate men; but the greatest scholar we ever had—I refer to the celebrated Porson—was intemperate, and, therefore, I am afraid that it is not the case altogether that distinguished scholars are temperate.

In the life of Porson in Chambers' Encyclopædia, referring to Porson's correspondence with Professor Ruhnken, we read: "If, however, we are to judge from a quatrain, written at a later period of his life, he did more than correspond:—

> 'I went to Strasburg where I got drunk
> With that most learned Professor Brunck;
> I went to Wortz, and got more drunken
> With that more learned Professor Ruhnken.'"

The Executive Committee of the National Union are rapidly going from bad to worse. The Deputation which waited upon Mr. Mundella on December 18th, with an elaborate proposal for the re-casting of the Code, in the course of the discussion completely stultified themselves by admitting that "it would be better to leave it (the Code) as it is than to make too many experimental changes." Their whole scheme is full of experimental changes, and it is difficult in the face of this acknowledgment to believe that they had any real object in the presentation of this memorial other than the gratification of general vanity. The whole conversation is sad and singular reading; but the saddest and most singular part of it we detach from its context and print below. Our readers will there find Mr. Rankilor, the President of the Union, unani-

mously throwing over the interests of teachers certificated after 1862; the Executive, he said, did not plead for them. Mr. Heller informs the Vice-President that the "machinery" by which teachers certificated after 1862 are to obtain pensions "is now in existence, but as yet was only partially made use of by those for whose benefit it was called into existence." Very partially, indeed, we believe; and not likely to be more extensively used in future. The Executive Committee mainly consists of teachers certificated before 1862; when Mr. Rankilor told the Vice-President he was only pleading for teachers certificated before 1862, he was pleading for himself. What is noticeable, and somewhat encouraging in this discussion is the hint given by Mr. Mundella, that if every teacher made a small subscription annually, for the purpose of providing a pension, Government might supplement it by alloting a certain sum in aid of it. We fear, however, that Mr. Mundella, on this point, was talking at random, as is too much his wont.. Mr. Bright and Mr. Chamberlain told a deputation of the Birmingham teachers in the spring of the year, with laudable plainness of speech, that their mission was to knock down privileged classes, not to build them up. As regards what Mr. Mundella says about the thriftiness of teachers, we will not speak of it this month, for there is very much to be said about it.

Mr. Grove wished to call attention to the article respecting pensions. He alluded to several cases of great hardship which had come under the notice of the Executive.

Mr. Mundella assured them that the most painful part of his duty next to the question of discipline had been the allotment of small pensions among the many deserving applicants. He suggested that it would be well for teachers to do something for themselves in this matter.

Mr. Heller informed him that the teachers already established a Provident Society as well as Benevolent and Orphan Funds, which in the future would, he hoped, be capable of relieving many cases, but not those of the older teachers.

Mr. Mundella asked whether it would be well to make it obligatory upon every teacher to pay a small subscription for this purpose, which should be supplemented by Government.

Mr. Heller said that such a proposal was worthy of serious consideration. He spoke of a great increase in the number of those passing out of the profession after twenty-five or thirty years' service without any substantial means of subsistence.

Mr. Mundella said the office of a teacher was no longer a mean and contemptible one, and was no longer meanly and contemptibly remunerated; and nothing was more painful than to find those who had been earning large salaries for many years in the same situation reported as having no means of existence. That was not a right thing. There ought to be some thrift among all classes of the community, but especially among those whose duty it was to teach children.

Mr. Rankilor pointed out that the Executive did not plead for those just referred to, but only for those who entered the profession before 1862, and who might be considered as having a claim in accordance with the original minutes.

Mr. Mundella said he could only give effect to the Act of Parliament, and he had allotted the last sixpence.

Mr. Grove said the minute of 1846 had never been carried fully into effect. He hoped that the applications would be dealt with in the order in which they were received, as it seemed hard that, if a teacher happened to apply when the amount was completely allotted, his case should be dropped completely. He understood that such had been the practice. He hoped Mr. Mundella would use his influence in Parliament

to obtain an increase in the amount voted, and he thought it the duty of the deputation to refer to this matter.

Mr. Mundella again suggested that it would be a capital thing if teachers had some organisation placed upon an actuarial basis to provide for their wants in sickness and old age.

Mr. Heller said the whole machinery was now in existence, but as yet was but partially made use of by those for whose benefit it was called into existence.

Mr. Mundella said that, if teachers would not do that towards providing for the future which would be done by any ordinary man, they could not well come to the Government after they had been in receipt of large salaries and say they had no means left.

There is no longer any doubt from the above conversation that the scheme, as arranged between the Executive Committee and the representatives of the late Government, was that the Department should restore the sum allotted to the Pre-Revised Code for the pensioning of teachers certificated before 1862, and that the National Union should found a Provident Society by which teachers certificated after that date could provide a pension for themselves. A very pretty scheme certainly! Enough to make teachers sick of the name of "The Teachers' Provident Society!" Meanwhile, we are glad to see that our contemporary, the *Schoolmaster*, is of opinion that "the cases of destitution among teachers must again force forward the question of a general superannuation scheme to apply to the whole body." This is an admission somewhat tardily made, but we welcome it nevertheless.

In the number of the *Educational Chronicle* for December 25, the editor, in an editorial address, after acknowledging the intelligent support which the paper has received during the past year, announces his intention of widening the field of operations in the future. We give below that part of the article which refers to this matter:—

We firmly believe that the Northern and Midland Counties of England, as well as the Principality of Wales, presents a most desirable field for a good weekly educational journal. It is the intention of the proprietor of this paper that it shall become such. The districts of which Leeds, Birmingham, and Manchester, and the city of Liverpool, are the recognised centres, have of late made gigantic strides, not only in primary but in secondary and higher education, and the new Victoria University gives evidence of the public spirit and generous sympathy with higher culture which exist in these great centres of trade. We intend, therefore, during the coming year, to widen the field of our labours. We purpose, in addition to the objects we set before us when our journal was first projected, to give special attention to the interests of middle-class and higher education, so as to conduce to the completion of that bond of union which ought to exist between the elementary and higher class educational institutions of our country. The work of the teachers in our colleges and universities, as well as the varieties of professional work connected with preparation for the "Oxford and Cambridge Local Examinations," and the less ambitious, though equally honourable, and mayhap more important, labours of the certificated teachers of our inspected schools, shall all be fairly and impartially treated, and the different classes of workers in the "great army of light" encouraged and helped in their arduous labours.

REVIEWS.

Grammar Made Easy in Rhyme. By M. T. Yates. Manchester: John Heywood.

WE have no doubt this little book has been found useful in giving very young children their first notions of grammar. It is much easier for children to retain facts in their memory when expressed in rhyming couplets, and Mr. Yates has shown considerable ability in drawing up the verses.

Lessons in English History. By J. R. Yarnold. Manchester: J. Heywood.

MR. YARNOLD has drawn up this little work in the form of "Notes of Lessons," each lesson consisting of from twenty to thirty sentences succeeding each other in the form of numbered paragraphs. There is an advantage in this method of drawing up an elementary history, as the teacher can more easily examine the learner on his knowledge of the contents of each paragraph. The plan possesses all the advantages of a catechism, without the waste of space in putting in the questions, which an intelligent teacher can easily frame for himself. Mr. Yarnold brings down the table of events to the close of 1880, and gives at the end of his book a list of tables that will be very useful to the scholar. We ought to add that the work is issued in a complete form at a shilling, and in two parts separately, the first including the period before the Conquest, the second dealing with the history from that date to the present time.

How to Interest the Young in their Sunday Schools. By Thomas Elliott. Manchester: John Heywood.

THIS is an ably written pamphlet on a very important subject. We should like to quote nearly the whole of this pamphlet, so thoroughly do we agree with its statements, but those of our readers who are interested in Sunday schools will not regret spending threepence in the purchase of the work. The following extract gives a forcible description of the present system of Sunday school teaching.

> Look at yon class of bright, happy innocent children. One glance at their faces recalls the feelings and scenes of our own childhood, whose "Fond recollection oft embitters the present compared with the past." Draw near, and listen to the words which fall from the teacher's lips. He is telling them, in a manner and in terms the most impressive at his command, "that they are very great sinners," "that they are possessed of very deceitful, wicked hearts," and that "unless they earnestly repent of their past sins, and steadfastly believe all the articles of the Christian faith," and get a new heart, they will, should they die now, or at any other time, enter upon a future and eternal condition, full of a torment so intense as to be beyond all human conception or description. This necessity for a new heart is always strongly insisted upon. The direction given to the youngest children for its attainment is, as a rule, as follows: They must pray for it; but this command is carefully fenced with the condition, that prayer without faith possesses not the slightest efficacy; nay, it becomes, in fact, a sin. Faith, they are then told, is a special gift, bestowed or withheld at God's pleasure, being in no way dependent on human means or efforts. The bare thought that it is so, if entertained, constitutes a sin of the worst kind. The condition the child is placed in by this teaching is, to say the least of it, peculiar, and one of great difficulty; for unless it possesses what is asked for, before asking for it, its bestowal becomes an absolute impossibility. Is not such teaching the grossest violation of right feeling, reason, and affection? And is it not a false libel on the great Creator and Disposer of all things? *Cannot* or *will not* the "Judge of all the earth do right," that Sunday-school teachers must snatch from His hands "the balance and the rod," and dole out unsparingly to childhood's purity such a measure of justice to come, as would almost raise to the rank of martyrdom the vilest wretch that ever disgraced humanity? When such is the foundation teachers attempt to lay, is it wonderful or astonishing that interest in the Sunday school flags with increasing years, and that congregations are often diminished by the very agencies on which their supply should mainly depend? The tottering superstructure of religious ideas raised on such a basis is soon scattered to the winds by the scoffing scepticism of the workshop; unbelief takes the place of an irrational credulity, true religion is suspected, or contemptuously spurned, because a base counterfeit has been first presented as the sterling currency. Why should the young hear of nothing but death, hell, and the judgment to come? Teach them the priceless values of the precious gifts of life, health, and vigour, and to love rather than dread the Giver, urging and showing them how to use in the noblest manner the privileges, powers, and opportunities they possess. To be continually referring the faults and errors of childish impetuosity and thoughtlessness to the punishment of a remote futurity is not calculated to increase their reverence for the Deity, or the authority of the teacher.

We strongly recommend this work to the attention of Sunday School teachers, and such teachers would do well to call the attention of the clergy to its issue.

John Heywood's Home Lessons. Book II. By Alfonzo Gardiner. Standards IV. and V.

THIS is a new edition of a book which has been proved successful. A vast amount of information is contained in these books, but so well divided into lessons of convenient length, that no home lesson is oppressive in the amount of matter it contains. The subjects include geography, grammar, arithmetic, history, and poetry for repetition. The books are drawn up with exceptional ability.

John Heywood's Infant School Primer.

THE first modicum of praise we will give to this little book is to say that it is excellently printed. Books for children to read from, should not be printed with worn type on bad paper with bad ink. The present book is printed with good type, on good white paper, with black ink. Consequently, the reading-matter is attractive to the eye, which is a great matter to the child in beginning to struggle with the early difficulties of his learning. The work is based on the system of teaching to distinguish words by the similarity of sound, and we hold that this is the best method of teaching children to read. A series of exercises is given on the different classes of words, and then these words are joined together so as to form sentences. The only objection to this system is that the child's intelligence is retarded by having to read paragraphs in which there is very much more sound than sense. We have no doubt at all that a child thoroughly drilled in the exercises in this Primer would have made a good start in the difficult work of learning to read.

Reading Made Easy. By Anna Snell. Manchester: John Heywood.

THE lady who has drawn up this little work claims to teach reading "on a natural system in which speaking, drawing, writing, and reading are taught in combination." The first half of the book is taken up with reading lessons on the following plan. The book is placed open before the scholar, so that the two pages form one tableau, the one half of the sheet having on it a simple drawing; the other half a simple lesson, printed both in script type and ordinary type. The first dozen lessons are very short and simple; but as the learner proceeds through the lessons they become longer and more difficult. The second half of the book consists of simple reading lessons, compiled to introduce a number of new words, which are given separately at the head of the lesson. At the end of the work some interesting narratives are added in prose and poetry. We have no doubt that this work will be useful for teaching very young children to read. It will also be a good means of making the study of reading attractive to backward and stupid children.

Exercises in Practical Chemistry. By A. G. Vernon Harcourt, M.A., F.R.S., and H. G. Madan, M.A., F.C.S. Third Edition. Oxford: Clarendon Press Series.

TEACHERS who wish to study with any degree of thoroughness the science of chemistry cannot have in their hands a better manual than this. Instead of being an abbreviation from larger and more costly works, the present book is a thoroughly original treatise, drawn up with minute and conscientious care even in minute particulars. Every possible aid has been given to the student, and we are told in the preface "the authors have endeavoured, by repeating nearly every experiment in exact conformity with their written description, to insure that the student who carefully follows their directions shall command success." Again, we read, "the illustrations in the text have, with very few exceptions, been drawn directly on the wood from photographs taken by one of the authors of the apparatus actually used." At the commencement of the work is a list of useful hints to the chemical student which, if followed, will be to the advantage of his health and purse, and which will also tend to make his progress sure, if somewhat slow. The list of apparatus and list of substances is unusually full and complete, and at the end of the work is a very useful appendix, containing "suggestions for the construction of chemical apparatus." We feel sure that any chemical student obtaining this work will find it of very great use to him; and the fact that it has now reached a third edition shows that it has already been found extensively useful.

Pupil Teacher's Examination Papers. Part II. Edited by A. Park, F.R.G.S. Manchester: John Heywood.

THIS little work contains the Examination Papers set for pupil-teachers during the months of May, June, July, and August in the year 1880. Answers are given to the papers in arithmetic, geography, algebra and Euclid, and we are informed in the preface that "great care has been taken to secure accuracy in the answers to the questions." We have no doubt that this work will be found useful by pupil-teachers.

The Crown Readers for Boys and Girls. Standard II. London: W. Stewart & Co.

THE type in this reader is somewhat small, but very clear and distinct, and the book is fairly well illustrated. The work is hardly so interesting as many readers that are issued in the present day, lessons being given on grammar, geography, natural history, and such like subjects. The information is given in a clear and simple manner, and we have no doubt that the careful reading of such a book would add considerably to the intelligence of the children.

A Caution against the Educational Writings of Edward Clodd. By Catholicus. London: J. F. Shaw and Co.

WE have looked through this book with great interest, and we quite agree with the writer, that persons who wish their children to grow up with feelings of reverence for Holy Scripture, should not put into their hands the works of a writer who speaks of the Bible as "the dangerous literature of half-civilized Palestine." But, in truth, Mr. Clodd is so outspoken in his comments that we scarcely think Catholicus need to have been at the trouble of drawing up his "Caution," and it is open to this objection, that it circulates Mr. Clodd's objectionable opinions among a class of persons who would not be likely to read his books.

John Heywood's Geography and Atlas of the British Empire, by Thomas Higman.

MR. HIGMAN has here drawn up a fairly detailed account of the Geography of Great Britain and its Colonies, and the special advantage of the work is that maps of the different settlements are bound up in the text, so that the student will have in the one book both a Geography and an Atlas. The descriptions of the different colonies are given somewhat in detail, and the geography of England is very full and good. There are 37 different maps bound up with the work, separate maps being given of such islands as the Isle of Man, Jersey, Guernsey, Alderney, and Sark. An interesting account is given of the new colony of Cyprus, and there is a good map of the island. Pupil-teachers who have to get up the British Colonies will find Mr. Higman's work of great use to them.

The New Biblical Atlas and Scripture Gazetteer. London: The Religious Tract Society.

THIS is a very handsome volume, consisting of sixteen beautifully engraved maps by W. and A. K. Johnston, with very full and elaborate introductions. The teacher who wishes his Bible lessons to be interesting, should be master of the topography of Palestine, and well acquainted with it in the various changes it underwent at different epochs of its history. The maps are as good maps as could possibly be drawn; the descriptions as full and accurate as could be wished. The map on the "Lands of the Captivities" is an especially good one. There are two maps of Jerusalem, one ancient and one modern, and the physical map of modern Palestine, with its attendant description, adds interest to the volume. The two little maps of the Sea of Galilee and the Environs of Jerusalem, will also be found very useful. The last 30 pages of the book are taken up with a Biblical Gazetteer, which, with its 90 columns of names, gives a fairly detailed account, with Scripture references, of all the places mentioned in the Bible. Teachers desirous of giving a prize to a boy or girl in the upper standards, or to a pupil teacher leaving school for the training college, could not possibly choose a better book for the purpose than this.

THE DEPUTATION TO THE DEPARTMENT.

ON Saturday, December 18, a deputation from the National Union of Elementary Teachers waited upon Mr. Mundella, for the purpose of presenting a memorial, containing recommendations for the re-casting of the Educational Code. We are not aware that the position of teachers would be much benefited, if the whole of these recommendations were adopted; and, even were this the case, there is some likelihood that the action of the Union might rather retard than advance the desired amendments. There are other bodies besides the Union of Elementary Teachers that will claim to be heard on the re-casting of the Code. The school inspectors, the members of the school boards, and the officers of the Education Department, will all possibly claim a hearing; and will obtain a more effectual hearing, the more closely they confine themselves to matters that really concern them. The memorial presented to Mr. Mundella contains a plan for the almost entire re-casting of the Code, and the Executive Committee of the Union apparently are of opinion that the coming year is a very suitable opportunity for a series of debates in the House of Commons on the mode in which the Parliamentary Grant shall be administered in future. The New Code is to be laid on the tables of the two Houses within a month of the meeting of Parliament, and after remaining there a month unchallenged, its provisions have the force of law. Surely Mr. Heller and Mr. Rankilor cannot have read the daily papers if they think the House of Commons will be able to spare any time for the discussion of educational matters this year in the two first months of its session. With Ireland in a state of scarcely-veiled rebellion—with a Coercion Bill and a new Land Bill to be introduced simultaneously as soon as Parliament meets—it is a physical impossibility for the Government to find time for the discussions which must necessarily take place on a re-casting of the Code. It is not to be expected that what Mr. Mundella and Sir Francis Sandford agree upon, even if Lord Spencer's consent is obtained, the House of Commons will agree to register without debate or discussion. The Government is not so foolish to expect such a complete acquiescence in its views, and if it had such folly it would be rudely undeceived before many days had passed. It follows, therefore, that the memorial for the re-casting of the Code, if it is not already in the waste-paper basket of the Education Department at Whitehall, will not long remain to receive the "best attention" which Mr. Mundella promised to bestow upon it. It is a

THE

NATIONAL SCHOOLMASTER.

VOLUME X.

JOHN HEYWOOD, RIDGEFIELD, JOHN DALTON STREET, MANCHESTER;
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PREFACE.

THE educational occurrences of the year that is closing have been of a somewhat chequered nature. The usual alterations in the Code of Regulations were made by the government in March; but before the Code had remained the required month on the tables of both houses of Parliament, Parliament itself was dissolved, and in the general election the Liberal party obtained a majority of about a hundred and twenty members. As the alterations marked out by Lord G. Hamilton in March were not altogether to the mind of the incoming Administration, they issued a minute stating that that Code had lapsed, and a new edition of the Code was issued in the month of June. Shortly before its issue a Conservative peer, Lord Norton, better known as Sir Charles Adderley, aided by Liberal allies, Lord Sherbrooke (Mr. Lowe) and the Bishop of Exeter (Dr. Temple) made a determined attack on the Fourth Schedule, which contains a "Table of specific subjects of secular instruction." On the 18th of June an address was moved in the House of Lords, to the Queen, praying for the omission of the Fourth Schedule from the Code, and carried by a majority of 48 votes. The usual message from the Crown was delivered in reply, but as a similar motion was not attempted in the other house, the government disregarded the action of the peers, and retained the Fourth Schedule in the Code. Earl Spencer, the Vice-President, promised to give the subject his serious attention, and if he thought there was any danger in the instruction given under that schedule degenerating into a mere smattering of knowledge, he would take measures to remove the defect. A short Act of Parliament, known as the Elementary Education Act, 1880, was passed through Parliament without opposition, its chief provision being that every Local Attendance Committe is henceforth required to enact bye-laws, enforcing compulsory attendance of children at school. Some hopes were entertained by the teaching body, on the accession of the new Ministry to power, that a Court of Appeal would be established, before which teachers would have a patient and impartial

hearing, in any charge made against them involving the suspension or cancelling of their certificates. The Department, however, steadily refused to make any change in the existing mode of procedure, while assuring teachers that every charge was personally investigated by the Vice-President, and the reply of the accused teacher, sent through his managers, duly considered.

We cannot say that the organisation of the elementary teachers has improved in strength and solidity during the year. At the Brighton conference it was reported that there was a decrease of seven in the number of associations connected with the Union, and during the latter part of the year there have been financial embarrassments, which have led to protracted discussions. More help was needed in the secretary's office, but it was felt that the funds were not sufficiently abundant to supply it, and it was complained that under the existing system the secretary's stipend was often not paid till it was a month overdue. In such a state of things it was obviously not wise for Mr. Heller to persevere in his resolution of drawing up a scheme for a Training Institution under the control of the Union, and we believe it is felt that the Union has already too many institutions connected with it, and that one at least, the Teacher's Provident Society, is not in a flourishing state. Strong efforts have been made to place the Union on a sounder footing, and the secretary was sent on a tour in Northumberland and Durham to arouse the enthusiasm of the teachers in those districts. Since, however, the Union has ceased to regard it as part of its programme to agitate for a pension to teachers in their old age, masters and mistresses have begun to doubt whether they derive any considerable benefits by remaining in connection with it. As a means of increasing the number of members it was resolved that no legal assistance should be rendered to any teacher who is not attached to the Union, but as most teachers are wisely anxious to avoid controversies in the law courts, it is probable that this policy has not had the desired effect.

In commencing the eleventh year of our existence we have to thank our readers for their past support, and to say that it is our modest aim to present in a readable and connected form the educational occurrences in each month as it passes. No effort shall be spared on our part to maintain the reputation of this journal for independent and thoroughly impartial criticism on the lines we have maintained from the first. We have consistently held that the National Union of Elementary Teachers

will not retain its hold on the teaching body till it can prove to them, without the aid of an ingenious rhetoric, that its efforts have been of tangible benefit to them in their home and in their work. So long as a teacher finds himself at the age of fifty or sixty without any provision for his old age, it is impossible for him to entertain feelings of gratitude for an organisation which has preferred making a bargain with the government for the pensioning of a limited number of the profession now fast dying out, to the maintenance of a strong and persistent agitation for some well-considered scheme, which would embrace all teachers alike, old and young, in its provisions, and would ensure to the teacher, when he is enfeebled by advancing age and its attendant infirmities, some moderate pittance, saving him from the bitter indignity of the poor-house, and the cold charity of friends and relations.

INDEX TO VOLUME FOR 1880.

A.

Abstract of Certificate List (Christmas 1879) 74
Alcohol and its hereditary effects 77
Aldis, Mr., his Report in the Blue Book.. 208
Alterations in the New Code..... 79
Annual Endorsement of Teacher's Certificates, Mr. Carington Ley on 185
Appendix to New Code, 1880, (Lord G. Hamilton) 89

B.

Bain, Professor, on Electricity as a means of punishment 146
Benefits of the Union 175
Benevolent Institution, Progress of 50
Bernays, Mr., on the torturing of Infants 209
Birmingham Board, on appointment of Pupil Teachers 49
Birmingham Board, on Bible Reading .. 8
Blakiston, Mr., his Report in the Blue Book 11
Blandford, Mr., his Report in the Blue Book 38
Blue Book for 1879 ....11, 38, 60, 80, 183, 202
Blue Book for 1880 .....208, 225, 248, 272
Borough Road Training College, Annual Meeting of 1
Brewer, Mr., his Report in the Blue Book 38
Bridge, Mr., on Interpretation of Education Act..... 242
Brighton Conference, The 101, 111
Byrne, Mr., his report in the Blue Book 89

C.

Circular on Teaching of Class Subjects through Reading Lessons 217, 227
Changes in the Education Code for 1880 168
Children who stay away on the day of Inspection 43
Claughton, Mr., his report in the Blue Book 60
Cornish Mr., his Report in the Blue Book 61
Corporal Punishment, Deputation to London Board on 266, 284
Currey, Mr., his Report in the Blue Book 226

D.

Danby, Mr., his Report in the Blue Book 248
Daniel, Mr. Evan, appointed to a Honorary Canonry 25
Debate in the Lords on Secondary Education..... 154
Deputation to London Board in favour of paying a salary to the Chairman 63
Derby, Lord, on Promotion of Education 27
Dibben, Mr., his Report in the Blue Book 272
Division in the Union 58

E.

Earls-Barton Case, Article on 53
Education Code for 1880, New or Modified Articles in 166
Educational Chronicle on present state of Union 169
Education Estimates 198
Education Estimates, Increase of 51
Education of Pupil Teachers, Deputation to Department on 73
Education Society, Report of Proceedings of..... 140
Elementary Education Act, 1880..... 239
Examination for Scholarships at London Board..... 121

F.

Fitch, Mr., his Report in the Blue Book 80
French, Mr., his Report in the Blue Book 183
Fussy Educational Reformers 178

G.

Geography, Mode of Teaching in Schools 221
Gleadowe, Mr., his Report in the Blue Book 275
Goffin Case, Last of the 31
Goffin, Mr., Minute of Science and Art Department on 47
Goffin Case, Notice for next Session on.. 195
General Association of Managers and Teachers 3
German Orthography, New Official 75

H.

Half-timers and the Education Act 215
Hamilton, Lord G., on Education 68
Hamilton, Lord G., on March Alterations in Code 201
Hamilton, Lord G., on Female Teachers in Schools..... 50
Haslam, H.M. Mr., Examinations of.... 236
Herbert, Mr. Auberon, on Nonconformist policy in Education 196
Hicks-Beach, Sir M., on study of Foreign Languages 244
Higher Board Schools in large towns.... 192
Horsham Board on Corporal Punishment 281

I.

Improved Scheme of Examination for Government Grant 26
Increase in number of Schools and Scholars in 1879 173
Inequality of Inspection at Newcastle-on-Tyne.....214, 231, 252
Instructive and Entertaining Literature .. 100

J.

Judgment of Supreme Court on Temporary Loans 122

K.

Keeping Children in, Mrs. Surr on..... 251
Kerr, Dr., on the Importance of Total Abstinence 37

L.

Log Book, Singular Use of 17
London School Board, Election of 20
Lowell, Mr. J. R., on Self-Education.... 244

M.

Manchester, Bishop of, on the Church Catechism..... 73
Markheim, Mr., on the "Dame" 186
Mayor of Birmingham and the Elementary Teachers 266
Memorandum of Education Department on Code of March, 1880 148
Memorial to Education Department on Improvements in the Code..... 71
Mundella, Mr., on Dissolution of Stockport Board 193
Mundella, Mr., on Charges Affecting Teachers' Certificates 172
Mundella, Mr., on Education..... 136
Mundella, Mr., on Primary and Secondary Instruction 171
Mundella, Mr., on Treatment of Teachers Accused of Offences 148
Mundella, Mr., Vice-President..... 127
Murray, Dr., on Spelling Reform..... 59

N.

National Insurance, a Practical Scheme of..... 78
National Society, Annual Meeting of.... 147
National Union of Elementary Teachers 22, 70, 142, 256, 284
National Union and Corporal Punishment in Schools..... 269
National Union and Training of Teachers 246, 256
Night Schools, Mr. Lomax on 185
Norton, Lord, on Secondary Education.. 154

O.

"Overdoing it," Correspondence from the *Standard* 93
Over-Supply of Teachers, Correspondence with Education Department on....73, 95

R.

Rankilor, Mr., Address at Brighton Conference 111
Reasons for the Dissolution of Stockport Board..... 161
Recommendations of Special Committee on the Code..... 261
Report of Committee of Council on Education for 1880..... 172
Report of Education Department 205
Reviews, 5, 28, 52, 76, 99, 124, 149, 174, 197, 220, 245, 267
Richardson, Dr., on Limitation of Work in Schools..... 37
Rodgers, Rev. John, Address to Borough Road Students 2
Rodgers, Rev. John, Death of 265, 277
Roth, Dr., on Physical Education 35
Routledge, Mr., his Report in the Blue Book 202
Rustication of Undergraduates of University College 123

S.

Secondary Education 154
Self-Education, Mr. Lowell on 244
School Boards for the Month, 15, 42, 63, 85, 104, 131, 158, 187, 210, 230, 250, 277
Scott, Dr., Report on Examination for London Board Scholarships 196
Sharpe, Rev. T. W., on Inspectors and Teachers 1
Sheffield Board on Home Lessons 285
Spencer, Earl, on Higher Teaching in Board Schools..... 170
Stockport Board, Dissolution of 123
Sunday School Centenary 26
Sun Spots and Indian Famines 268
Suspension of Teachers Certificates, Correspondence on 194
Swinburne, Mr., H.M. Inspector, Deputation concerning 162

T.

Teachers' Association, The..... 34
Teachers' Library, The 191
Teachers' Provident Society 129, 142
Temperance Teaching in Schools..... 254
Treatment of Teachers whose Certificates are Suspended or Cancelled 145
Trench, Abp., and the Spelling Reformers 58

V.

Victoria University, Inaugural Meeting of 170

wise warning of the American humourist not to prophesy unless you know; but we venture, nevertheless, to predict that the great mass of these "important suggestions" will find no place in the next revision of the Code. Nor will we do the Executive of the Union the injustice to imagine that they anticipate any practical results from the action they have taken. They know as well as we know that there will be no time in January, February, or March, for educational discussions in the House of Commons. They are equally well aware that their "important suggestions," even if approved of by the Education Department, could not obtain the force of law without at least one night's discussion in the House of Commons. Why, then, was this agitation got up? Why was the Vice-President of the Committee of Council importuned to receive this deputation? Simply because the Union must do something to stimulate the enthusiasm and obtain the subscriptions of its members, and it can find nothing better to do than deputations. We remarked at the time the deputation to the London Board was got up that there would soon be a deputation to the Education Department. After the Christmas holidays the Code will be issued, and then possibly, if Mr. Mundella is patient, another deputation will march to Downing Street to wait upon him. When Easter comes the Annual Conference will be held, and there will then be loud glorifications of the results of all this marching and counter-marching.

The fact is, the Union at present is in the melancholy and pitiable condition of an organisation that is willing to work but which has got no work to do. Dr. Tanner has proved that a man can live forty days or longer on water; the Executive Committee are trying to see how long an organisation can exist on the thin air of deputations. After their reception at Downing Street, Messrs. Heller and Rankilor come back and imagine they are a power in the realm. The last Liberal Government lost a great deal of support because it was not sufficiently courteous, but the present administration is resolved to avoid the faults of its predecessor. Had Mr. Lowe or Mr. Chamberlain received the deputation they would have returned a truthful if less agreeable reply. They would have told them that there was no possibility of a re-casting of the Code in the coming session, and that it showed a want of intelligent appreciation of the politics of the day for them to suppose that there could be. Such a straightforward answer would have made it more difficult to maintain the edifice of delusion, if not actual imposture, that the Union is fast becoming. It takes the teachers' crowns with one hand, and gives them back with the other—deputations and conferences, with sometimes a little moral advice into the bargain.

The report in the *Standard*, briefly describing the deputation, is headed "Teachers' Pensions," and that part of it dealing with this matter commences, "Mr. Grove then introduced the subject of pensions to old teachers who entered the work before 1862." Members of the Union, certificated before 1862, will thank the Union for its efforts to help them, though its efforts were of no avail. But many teachers certificated in 1863 and 1864, who had attained the age of thirty before their certificates were issued, will now be fast becoming conscious that their powers for work are less than they were, and they will hardly feel grateful to the Union for making an agreement with the late Administration that they should provide a pension for teachers certificated before a certain date on the understanding that teachers certificated after that date should cease to agitate in that direction. Was the year 1862 the beginning of such a glorious epoch to teachers that masters and mistresses, who obtained their certificates after that date, do not require a pension? Within the next ten or twenty years it will be impossible for this question to be put on one side. We have always maintained that a class of men who perform such important and useful work to the State have earned a moderate retiring allowance in their old age, and we believe the general feeling of the public, in spite of the economical theories of the Radical politicians, will be in favour of their claim.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, held on December 2nd, 1880, Miss Helen Taylor introduced a motion reducing the charge for letting the Board schools on Sunday, to one shilling per head per annum. In opposition to this proposal, it was contended that using the schools on Sunday damaged the buildings and furniture a good deal, and ultimately it was resolved, by 21 votes to 7, that the proposal should be referred for consideration to the Works Committee.

The subject of temporary loans was next dealt with, and it was resolved to petition the Department to introduce a Bill into the House of Commons to render them legal, under certain stipulations. If the Department thought the School Board should appeal to the House of Lords against the decision of the Court of Appeal, the School Board would be prepared to do so.

At the meeting on December 9th, Dr. Richardson informed the Board that they were in danger in carrying on their meetings in a badly ventilated room.

THE VENTILATION OF THE BOARD ROOM.

Dr. B. W. Richardson said the matter of the ventilation of the Board room had been under his own and the architect's consideration during the last two or three weeks. He was bound to say—without wishing to alarm the members—that at the present time they were in danger. The air which passed into that room through the ventilating shafts passed over decomposing water—in the nature of marsh water. He did not say this for the purpose of criticising any one's actions in connection with the matter, for the condition of things was quite unforeseen. The ventilation was deficient in other respects. He had gone into the question of ventilating the chamber with Mr. Robson. Though it would not be easy, the room could be very effectually ventilated ; but it would necessitate the Board's sitting in some other room for a time. The cost would be about £300. He moved:—

"That it be referred to the Works Committee to consider a proposal as to alterations in the ventilation of the Board room, the lobbies adjoining, and the ladies' room."

He had great pleasure in giving his services to the Board in the matter.

The motion was agreed to without a division.

At the meeting on December 16th, 1880, Sir Ughtred James Kay-Shuttleworth was elected a member of the Board to fill the vacancy caused by the death of the Rev. John Rodgers. An animated discussion arose on a proposal from the School Management Committee that in schools where French is taught a French teacher may be appointed by the School Management Committee at a salary not excceding four shillings an hour. On this question being put to the vote it was found that twenty members were for it, and twenty against it, whereupon the vice-chairman gave his casting vote in its favour. A determined attempt was then made to postpone the final decision until another meeting, but it was resisted, and the proposition finally agreed to. In the report of the School Management Committee, presented at this meeting, the following paragraph occurs :—

The committee have had under consideration a letter from Mr. Whitaker, head master of the Ben Jonson School, proposing that in lieu of his present fixed salary and share of grant he should be paid a fixed inclusive amount monthly. Mr. Whitaker's fixed salary is £200, and upon the Government examination of the school year ended on the 28th of February last, the share of grant due to him under his agreement was £429, but of this sum he voluntarily gave up the sum of £100 to be divided amongst the assistants. The committee, after careful consideration, are of opinion that Mr. Whitaker's proposal should be accepted, and they recommend that he be paid monthly a fixed inclusive salary calculated at the rate of £540 per annum ; the arrangement to date from the 20th November, 1880. In order to settle definitely the share of grant to be paid to the assistant teachers the committee further recommend that the amount required (£340) to make up Mr. Whitaker's present fixed salary to the sum of £540 be deducted from the share, viz., one half of the examination grant which, under the present arrangement, would form the head teacher's share ; and that the remainder of the half of the grant be divided among such of the assistants, and in such proportions as may be decided upon by the managers after consultation with the head master.

At this meeting a letter was read from the French Ambassador contradicting a statement made by Mr. Grove at the reception of the deputation on Corporal Punishment. This little incident, and the impression it will produce on the minds of the members of the board, confirms the opinion we have already expressed that the Executive

Committee of the Union would have been wiser to have stayed at home, and not troubled the board on the matter. We do not think Mr. Grove is correctly described as "chief editor of the *Schoolmaster*," but that is a trifling error to which no importance need be attached.

CORPORAL PUNISHMENT.

The Chairman reported his receipt of the following communication from the French Ambassador :—

"J'ai l'honneur de vous donner ci-joint communication d'une lettre que j'adresse au *Times* à l'effet de rectifier certaines assertions erronées qui ont été émises, le 19 Novembre dernier, dans la séance du London School Board, par M. Grove, rédacteur en chef du *Schoolmaster*. J'attache trop de prix pour la France et pour mon gouvernement aux appréciations du peuple anglais pour laisser le London School Board sous l'impression d'affirmations aussi contraires à la vérité. Je vous prie, Monsieur le Président, de recevoir les assurances de ma haute considération.

"P. CHALLEMEL LACOUR, l'Ambassadeur de France."

"Sir Charles Reed, Président du London School Board.

The letter enclosed a copy of the following letter which had been sent by the French Ambassador to the *Times* :—

"Sir,—I have just now read, in the number of the *Schoolmaster*, the recognised organ of the National Union of Elementary Teachers, a detailed account of the London School Board's sitting, held November 19, 1880, Sir Charles Reed in the chair. It appears from that account that the chief editor of the *Schoolmaster*, Mr. Grove, introduced to this assembly a deputation of schoolmasters who seem to entertain very strong opinions against the restrictions recently enforced by the Board in the matter of corporal punishment in schools ; and on that occasion Mr. Grove, in order to support their own views, asserted as follows : "Miss Taylor asked if the deputation knew that throughout France no corporal punishment was permitted, and the percentage of attendance was superior to that of England ? The Rev. G. M. Murphy : What is the system in French schools ? Mr. Grove stated that under that system there was a constant espionage exercised, and the spirit of tale-telling among the children caused one scholar to be afraid to trust his neighbour, He should be sorry to see introduced into the schools of England a system which would undermine the character of the children," which was published by the author in his own newspaper, page 572,

"Allow me, Sir, to protest through your paper against such strange assertions. I do not feel the least hesitation in saying that they are not only groundless, but devoid of any pretext whatever. Whether our primary schools are aimed at, or our Lycées and Colléges, I am quite at a loss to understand what may have given occassion for such an erroneous assertion, unless, by a confusion somewhat startling at this very moment, Mr. Grove should assign to all French schools the method of tale-telling, which is said to be a characteristic of Jesuits' establishments and is especially repugnant to French spirit.

"I am very much surprised, indeed that in so enlightened a body as the London School Board such an assertion has not met with an immediate contradiction ; for no one acquainted with the working of the scholastic institutions in France is ignorant of the fact that, if French schoolboys are free of any defect, it is precisely the habit which Mr. Grove so inexactly charges them with.

"You will not wonder, Sir, at the importance that I attach at not allowing so false an accusation to be recorded on the minutes of the School Board deliberations without protesting against it. "P. CHALLEMEL LACOUR."

The Chairman moved, "That a letter be addressed to the French Ambassador, explaining that, when deputations wait on the board, the questions addressed by members of the board to members of the deputation, and the answers to such questions, are not entered upon the minutes of the board, and there is, therefore, no record on the proceedings of the board of the statement made by Mr. Grove ; and adding that the members of deputations alone are responsible for any statements which they make, which statements the board by no means necessarily endorse." The motion was carried.

A letter was also received from the Secretary of the National Union of Elementary Teachers, stating that he was directed to thank the board for the copy of Mr. Rowntree's letter with reference to corporal punishment; and asking, for the information of the Executive of the Union, for the names of the schools, or department of schools, under the board in which corporal punishment was said not to be practised. The letter was referred to the School Management Committee.

The Home Secretary seems to be anxious to fortify himself with the opinions of the School Boards before bringing in his Bill on the imprisonment of juvenile offenders. The following is the reply sent to the circular of Sir W. Harcourt from the Bristol Board.

JUVENILE OFFENDERS.

The letter from the Home Secretary on this subject was then considered, and it was resolved that the following resolutions be forwarded in reply :—

1. That no child under thirteen should be sent to prison either before or after conviction.
2. That children and young persons under sixteen should be sent on remand to a police station or workhouse.
3. That imprisonment before committal to a reformatory should be abolished.
4. That power to adjudge a private whipping with birch rod should be extended to justices of the peace on conviction of a child or young person for any offence that is at present punished by imprisonment.
5. That justices should have power to compel parents to pay fines that may be inflicted on their children under fourteen.
6. That section 14 of the Industrial Schools Act, 1866, should be extended to include children up to fifteen instead of fourteen, as at present.
7. That section 15 should be extended so as to include children between twelve and thirteen who are charged for the first time with some offence punishable by imprisonment or fine.
8. That increased facilities should be given for the removal of children from parents or guardians convicted of felony or who to the knowledge of the authorities are leading such lives as to render it undesirable that the children should continue to live at home, to industrial schools.
9. That power should be given to managers of industrial and day industrial schools to bring back to such schools direct, without warrant and without again taking them before the Court, any children who, being under detention by order of justices, wilfully escape or absent themselves from such schools.
10. That when a child or young person is committed to a certified industrial school, or to a reformatory, the committing justices should, after due inquiry into the circumstances of the parents or guardians, assess the amount to be contributed by the parents towards the support of the child in the school.
11. That the officer appointed to collect the amount so assessed should be under the control of the magistrates.
12. That when children or young persons are charged in petty sessions with offences, the attendance of parents or guardians should be enforced by summons or warrant; and that the power to enforce such attendance should be conferred on all justices of the peace.

As the Code no longer insists upon pupil-teachers being instructed in every case by the masters and mistresses to whom they are apprenticed, the School Management Committee of the Leicester Board has recommended that a special instructor be appointed to devote the whole of his mornings and evenings to the Board. The following paragraph refers to this matter :—

THE INSTRUCTION OF PUPIL-TEACHERS.

A report was read from the School Management Committee stating that as it was no longer a requirement of the new Code that a pupil-teacher should receive instruction from the head teachers of their schools, the committee had carefully considered the matter, with a view of making arrangements for their instruction in groups, according to the special stages of instruction. They therefore recommended :—

(1) That the pupil-teachers be instructed in such classes and by such persons as the Board may determine; (2) That an instructor be appointed to devote the whole of his mornings and evenings to the Board; (3) That his salary be £200 per annum; (4) That, as under the proposed arrangement the head teachers will be relieved of a considerable portion of the work of instructing pupil-teachers, one-fourth of the payment for this purpose be discontinued, and that the remaining portion be no longer made for any special duty, but become a portion of the fixed salaries of the teachers; (5) That candidates and pupil-teachers in their first year receive six hours a-week of their instruction, and pupil-teachers in their second year three hours a-week instruction during school hours; (6) That evening classes be conducted by the instructor and by such of the head teachers as may be appointed for the instruction of pupil-teachers; these classes to be held at the Oxford Street and Charnwood Street Schools.

Mr. Gladstone, as Chancellor of the Exchequer, is a much severer economist than Sir Stafford Northcote, and he is apparently not inclined to show any indulgence to School Boards wishing to borrow money from the Public Loan Commissioners other than strictly accorded to them by law. This the Tottenham Board have discovered, as our readers will see from the subjoined letter :—

Treasury Chambers, November 4th.

Sir,—I am directed by the Lords Commissioners of Her Majesty's Treasury to acknowledge receipt of your letter of the 30th ult., applying for a loan from the Public Loan Commissioners to the School Board for Tottenham during the present year, although no notice of such loan has been given to the Commissioners, in accordance with the provisions of the law. In reply, I am to acquaint you that my Lords have determined not to exercise the dispensing power vested in them by Section 13 of the Act 38-39 Vict., cap. 89, even in cases similar to that of the Tottenham School Board, unless it can be shown that a temporary loan cannot be obtained from private sources; and it will be necessary for the Tottenham School Board to explain why they cannot do this. The fact that a local body has entered into building operations without knowing whether the requisite funds would be forthcoming does not, in the opinion of my Lords, constitute any title to indulgence.

(Signed) WILLIAM LEE.

The Clerk, Tottenham School Board.

After this rebuff from the Treasury the Board decided to borrow the money from a London bank at 4 per cent.

The Norwich Board were anxious to have a penny fee in their schools during the period in which the late administration held office; but the Education Department maintained a firm attitude, and the Board were compelled to give way. Now, however, that an impressionable politician was appointed Vice-President, it seemed to the Board that it would be a fitting opportunity to ascertain if the new Committee of Council would reverse the action of its predecessor, and it was resolved, after a long discussion, by seven votes to four, "That, subject to the approval of the Education Department, the fee payable at all the Board schools be a penny per week per child in the future." It was also decided that a deputation be appointed to wait on the Education Department with regard to the matter. All this took place on November 22nd, but by Dec. 3, the majority of the Norwich Board were wiser, if sadder men. They found out that a certain code of honour exists in this country between great political parties with regard to such matters as these, and that an incoming administration does not at once make haste to reverse the action of its predecessor in every case where it is possible. A ray of hope dawned on the mind of one of the members: "Could not they correspond directly with Mr. Mundella?" but the answer was not encouraging. We strongly suspect that there is another voice heard in the settlement of these matters, more potent than Mr. Mundella's, that of John, Earl Spencer, one of those old Whigs very much more concerned with possessing the reality than the mere semblance of power.

THE PROPOSED UNIFORM PENNY FEE.

The Clerk read the following letter from the Education Department on the request of the Board to attend by deputation to explain the reasons for the adoption of a uniform fee of one penny in the Board Schools at Norwich :—

After a very careful inquiry with reference to the scale of fees at Norwich adopted by this Department in 1878, with the full concurrence of your Board, my Lords see no reason to re-open the question. Under those circumstances my Lords do not consider that it will serve any useful purpose to receive the proposed deputation.—I have the honour to be, your obedient servant,

P. CUMIN.

Mr. Daynes said that the time this Board spent in discussing Mr. Burgess's resolution had been wasted. But he must say that this letter differed widely from a speech delivered the other day by Mr. Mundella, who was pleased to see that school boards were not to be treated as children in leading strings, but were to be permitted to take their own course so long as they kept within the law. The true corrective, he said, of any action of a disagreeable character would be with the ratepayers. He moved that the letter be referred to the General Purposes Committee.

Mr. Burgess suggested whether it would be advisable to correspond directly with Mr. Mundella.

The Chairman : We cannot do that.

The letter was then referred to the committee.

The school boards are generally unanimous in approving of Sir W. Harcourt's proposed bill, abolishing imprisonment for offences committed by children under twelve or thirteen years old. Corporal punishment, which does not find much favour in schools at the present time, is the substitute which most of them recommend.

THE TEACHER'S LIBRARY.

Webster's English Dictionary.

THE first book which a teacher should aim at getting for his private library is a really good English Dictionary. Not an ordinary three-and-sixpenny or five shilling book ; that is not large enough, and complete enough ; but such a book as can be bought for a pound or thirty shillings, and that will last a lifetime, and be a source of profit and pleasure every day in the year. Such a book is issued by Messrs. G. Bell and Sons, and a new edition has just been brought out within the last few months. It is sold in two forms ; the first costing a guinea, the second a guinea and a half. The guinea dictionary contains unabridged the great bulk of the complete work ; that is, an explanation of all the words in the language, and a most valuable supplement of "additional words and definitions." This gigantic book contains 1,586 pages, and the definitions are illustrated by over 3,000 wood engravings. The type is fresh and clear ; the definitions full and luminous ; and clear instructions are given as to the pronunciation of words. It is a pleasure to consult such a work ; and we are quite sure that any teacher spending a guinea on it would consider the guinea well spent. It was in this form that we ourselves ordered the work ; but the bookseller sent us by mistake the complete edition, which costs us a guinea and a half, and we are heartily glad that he made the mistake. For the complete work contains nearly 300 more of these large folio pages, each page divided into three ponderous columns, and the wealth of information contained in these 300 pages, anyone reading and consulting books can readily appreciate. First of all, there is an "Explanatory and Pronouncing Vocabulary of the Names of Noted Fictitious Persons and Places," which consists of about 50 pages telling us all about Mrs. Malaprop, Mrs. Glasse, M. B. Drapier, Gammer Gurton, and

such like characters ; a most entertaining and instructive supplement. The "Pronunciation of Scripture Proper Names and Greek and Latin Proper Names" comes next in the supplement. Then we have two capital supplements on geography, the first giving us the etymology of modern geographical names ; the second, the way to pronounce these names. Nor let the reader suppose that, as is sometimes the case, a few names are strung together at haphazard in this collection. We have made a calculation showing that the pronunciation of nearly ten thousand words is given in this supplement. We need not say how very useful this part of the complete dictionary will be to every teacher. We have next a "Pronouncing Biographical Dictionary" containing the pronunciation of over ten thousand names, and not only the pronunciation, but a brief statement of the position of each person, and the dates of birth and death. Then comes a "Pronouncing Vocabulary of Common English Christian Names, with their Derivation, Signification and Diminutives, or Nicknames, and their Equivalents in several other Languages." This is a kind of knowledge interesting in the domestic circle, and interesting as well as instructive in the schoolroom. A remarkably full list of quotations from Greek, Latin, and modern languages, comes next in this book, and the quotations are accurately translated. The two last supplements are those of "Abbreviations and Contractions," and "Arbitrary Signs used in Writing and Printing." The last 70 pages consist of the wood engravings which are found in the body of the work, classified and arranged, making a most attractive and instructive collection of pictures for young people, and useful for all people alike. We should, therefore, advise every teacher who can afford it, to buy the complete dictionary with these valuable appendices for a guinea and a half. It would make a good foundation for a library. No word, even the most modern, recently coined word, but will be found in this invaluable work. We ought to mention another very valuable kind of information which appears in the preface to this work. There are 1,350 words, the pronunciation of which is somewhat disputed, and here the pronunciation is given of each word according to eight different authorities. If Messrs. Cassell possessed the copyright of such a work they would at once increase the sale of it forty-fold by bringing it out in sixpenny or shilling monthly parts. But doubtless there is a considerable waste in the adoption of such a system. The price of the volume bound must be less than the total sum of the parts ; and what with the cost of the covers, and the irregular quantities of the numbers required, we cannot help thinking that the adoption of this system makes it imperative to charge a higher price for the complete work than would otherwise be the case. Again, it would take a considerable portion of the guinea, or thirty-one shillings, to bind a book of such a large size. Our advice, therefore, to any of our readers who do not possess a really good dictionary—the Imperial or Comprehensive—is to buy this book. And with regard to the value of knowledge of this kind keeping the brain in a state of continual activity of a fresh and healthy character, we will quote below an extract from a work which will be useful to persons who read through this article, and do not feel inclined to buy the dictionary.

"The man who would preserve the full integrity of the functions to a ripe old age, must avoid excesses of every description, and endeavour to employ the higher faculties of his mind somewhat more energetically than is now customary. A time comes to every one when the physical powers begin to decay, and then, unless the brain has been kept active and recipient by exercise, there is nothing left to live, and the man perishes. We say that he died of gout, or of over-eating, or of heart-disease, or of kidney disease, or of the failure of the particular organ which was the first to exhibit symptoms of the approaching end. In reality he has died of stupidity, artificially produced by neglect of the talents with which he was endowed."

Commentary on the Old Testament. Vol. IV. The Apocrypha.

MOST of our readers, perhaps, know that the Society for Promoting Christian Knowledge have recently been issuing a Commentary on the Bible, which is now complete. The work is done in the different volumes as well as could be expected. The size of the books and the large type in which the text is printed make it necessary for the notes to be *scrappy*; and, of course, being issued by such a society it is of the first importance they should be *safe*. The books are issued at a most moderate price—four shillings the volume. In our opinion this work on the Apocrypha is the best in the series. It was difficult before this to get a book containing the text of the Apocrypha with marginal references and notes, except at an exorbitant price. The different books are annotated by able men, the Bishop of Lincoln taking 1 and 2 Maccabees, and the Bishop of St. Andrews', Ecclesiasticus. The Apocrypha is not read so much as it ought to be. Addison, in a paper in the *Spectator* on "Friendship" (No. 68), writes :—

"Among the several fine things which have been spoken of it I shall beg to quote some out of a very ancient author, whose book would be regarded by our modern wits as one of the most shining tracts of morality that is extant, if it appeared under the name of a Confucius, or of any celebrated Grecian philosopher, I mean the little Apocryphal treatise, entitled "The Wisdom of the Son of Sirach."

NATIONAL UNION OF ELEMENTARY TEACHERS.

MEMORIAL ON THE AMENDMENT OF THE CODE.

(Abridged from the Report in the *Schoolmaster*.)

A DEPUTATION, consisting of the officers of the National Union of Elementary Teachers, had an interview with Mr. Mundella, Vice-President of the Council on Education, at Whitehall, on Saturday, the 18th instant, for the purpose of presenting the following memorial on the amendment of the Code:—

To the Right Honourable the Earl Spencer, K.G., Lord President of the Council; to the Right Honourable A. G. Mundella, M.P., Vice-President; and the Lords of the Committee of Council on Education.

The Humble Memorial of the National Union of Elementary Teachers.

We omit the wordy introduction to this document, and give the chief recommendations below:—

RECOMMENDATIONS.

1. That the payment *per pass* be abolished in reading, writing, and arithmetic, but retained for the specific subjects.

2. That separate grants be made for reading, writing, and arithmetic, according to the proportion of passes in each of these subjects (see 3), but that a higher rate of grant be allowed in respect of all scholars presented under *Art.* 20.

3. That a graduated scale be arranged by which the maximum grant in each subject be obtained if 75 per cent of the scholars pass the required examination, and that reduced grants be paid in cases where 70, 65, 60, 55, 50, 45, 40, 35, and 30 per cent respectively are passed.

4. That the present grant *for* average attendance be retained.

5. That the individual examination of scholars in reading, writing, and arithmetic, and the use of the Examination Schedule, be retained.

6. That all scholars who have attended the school 250 times *must* be presented for examination, and that the managers *may* present any others who have been on the roll of the school for a period of not less than four months.

[The above recommendations refer to a change of principle, and should be considered together.]

7. That under Art. 19, c. 1, the class subjects—geography, history, &c.—should be examined according to a graduated scheme laid down in the Code, and not according to varying schemes approved by the inspectors in different districts, and that it should NOT be *required* to teach these subjects *through reading lessons*.

8. That Art. 19, c. 6, be abolished.

9. *Higher Subjects in Night Schools.*—That scholars in night schools should be permitted to earn grants in the class and specific subjects, and that to encourage these schools the grant *for* the average attendance should be increased.

The other recommendations refer to matters of minute detail, not likely to be of interest to any but the framers of the document. The following is the report of the discussion which followed after the reading of the memorial and recommendations :—

Mr. Rankilor (President), on behalf of the National Union of Elementary Teachers, thanked Mr. Mundella for his courtesy in receiving the deputation, and especially on his own behalf, as the time previously fixed had been kindly altered to enable him to be present. He said that when the Executive of the National Union found that important modifications were likely to be made in the Education Code, they felt desirous of gathering, as far as practicable, the opinions of teachers with respect to the changes which they deemed desirable. This had been done, and the main point he wished to bring forward was that the principle on which the present Code is based is really antagonistic to the best interests of national education. Teachers were strongly of opinion that it would be an advantage to them in their work, and to the children in their schools, that a grant on the average attendance should take the place of the individual grant for the individual pass which obtained at present. The reason for this suggestion could be easily given. Teachers had felt for a long time that children were becoming more and more regarded as grant-earners rather than as human beings whose faculties required careful and systematic development, irrespective of time, percentages, or even of the Education Grant. They were not at all anxious to reduce the amount of work done in their schools. On the contrary, they believed that this alteration of principle would, if conceded, enable them to produce far better results than hitherto. The present system had a depressing effect upon them, for they felt that the best results attained are those which, from their very nature, cannot be measured by any mechanical standard. The present system seems well adapted to secure the maximum amount of instruction with the minimum of real education. Many children of slow intellectual growth were forced unnaturally from standard to standard, and received comparatively little permanent benefit in the process, while the progress of others was retarded. The first six recommendations which the deputation had the honour to present bore chiefly upon the change of principle referred to, and would tend (should the Department in its wisdom see fit to adopt them) to lessen materially the difficulties under which teachers at present labour, give greater elasticity to their work, and enable them to produce higher and more enduring results. He did not propose, owing to the brief time at Mr. Mundella's disposal, to dwell upon these recommendations *seriatim*, but the deputation would be prepared to answer any questions which he (the vice-president) might feel desirous of putting to them with respect to the suggestions laid before him in the memorial.

Mr. Mundella having inquired whether any other member of the deputation wished to say anything upon the matter,

Mr. Grove thought it would be better to have a conversational discussion upon it. The deputation in that way could explain any points which required elucidating. The chief point was the abolition of the individual payment for the individual pass. Many of the other recommendations in the Memorial would stand or fall with it; that is to say, they were so intimately related that it would not be well to adopt one without the other.

Mr. Mundella said that, having only just received this important Memorial containing suggestions for remodelling many articles of the Code, he could hardly be expected to enter into a discussion at once upon it. He had been interested in Mr. Rankilor's statement, and was glad to receive these suggestions from those who were practically engaged in the work of education every day of their lives, as they must feel the friction of any article in the Code which in their minds militated against educational work. He would be glad to ask a question or two bearing upon Mr. Rankilor's statement, but it would be scarcely within the scope of an ordinary deputation for him to enter upon a discussion on the twenty suggestions now submitted. He had also an important engagement at 12 o'clock, which would necessarily limit his time with the deputation. He understood Mr. Rankilor to say that a grant on the average attendance was suggested in lieu of the individual payment on the individual pass. He supposed they would agree that there must be some test for labour qualification, and that there must be a standard of examination.

Mr. Grove explained that it was not proposed to alter the individual examination in standards, or to dispense with the examination schedule, but merely to make an alteration in the mode of calculating the grant.

Mr. Heller added that this grant on average attendance was proposed to take the place of the 9s. examination grant, but that it was still to be given on examination, the unit of payment being changed from the individual pass to the average attendance.

Mr. Mundella said it appeared to him there might be two schools working side by side, both filled by means of the attendance officers, and the compulsory clauses that would now be applied equally all over the United Kingdom; and that in one school there might be excellent work doing with the same average attendance as in the other, where thre might be negligence and insufficient work. The average attendance, under the compulsory system of education, would be no kind of test of the work done.

Mr. Rankilor said it was not proposed that the same grant should be given in each case. The inspector would conduct an examination, and estimate the efficiency of the school.

Mr. Mundella went on to say that Parliament contributed very largely to the support of the schools. This was the only country in Europe, and he believed in the world, that made such large grants. In almost every country the great proportion of their support came from local taxation, and this, of course, lessened the necessity for their being so rigidly tested by the State. As the grant here was enormously in excess of that of other countries in Europe, Parliament naturally would require some assurance that for the large sum voted every year there should be good results.

Mr. Grove explained that their prpposals would not militate against that, but would rather give scope for greater results.

Mr. Rankilor added that the recommendation would be found to give ample provision for testing the results.

Mr. Mundella understood Mr. Rankilor to say that there were many bright children who might pass more than one standard in a year, and many dull children to whom it was a great difficulty to pass a standard in that time. Everybody must recognise the inequality of the mental endowments of children. He wished to know from the experience of the deputation with respect to dull children what standard a dull child might be fully expected to reach by its tenth year supposing it to have been at school regularly from its fifth year.

Mr. Rankilor replied that he had cases of children who had attended regularly for three years in his schooi, which was favourably situated, and some of these would with difficulty pass the second standard. He had also found that when such children were passed up to the third standard their mental capabilities rather degenerated, and he had sometimes felt guilty in his own person as a teacher of having forced several such children forward to the detriment of their health.

Mr. Mundella inquired whether it was not a fact that the older the child was when admitted the more difficult it was to get him to pass the standards? Thus a child would learn less from eight to 14 years of age than from six to 12.

Mr. Greenwood admitted that this was the case.

Mr. Mundella supposed, then, that if a child began his education as early as five years of age and attended regularly until his tenth year, he would on an average without great pressure pass the fourth standard, but a dull child would easily pass the third?

Mr. Grove thought that statement would require some limitation, as parents took advantage of the loose way in which the Education Act had been carried out, and did not send the children to school regularly.

Mr. Mundella was assuming that the compulsory powers were not going to be carried out in the future as they had been in the past. Compulsion was now becoming more acceptable, and he was assuming that the children would attend regularly from the fifth to the tenth year, and was not speaking of those who did not attend school. He was aware that irregularity of attendance was one of the greatest difficulties in respect to school discipline. He asked the deputation whether they considered that the third standard was a fair standard to set up throughout the country as a qualification for the labour certificate?

Mr. Grove considered that as low as it ought to be.

Mr. Mundella found from the returns an increasing number of bright children passing the fifth or sixth at ten or eleven years of age.

Mr. Rankilor was not certain that this was an advantage. In his own school, which was a large one, he had several such cases, but so far as their mental development was concerned they would be better lower down.

Mr. Mundella thought this was rather opposed to the opening statement made by

Mr. Rankilor. He would now consider the case of the bright child. It had been stated that such a child might pass through two standards in one year. He would ask the deputation whether a child in the third standard, who might be pushed through the fourth and fifth in one year, would not be better grounded by being kept in the fourth the whole year, and when he came to the fifth standard, whether he would not do his work better and more easily than if he had been pushed on to the higher standard?

Mr. Grove pointed out that under the present system quick boys might go through two standards in one year, but that it was to the interests of the managers to keep them back, as no grant could be obtained for them after passing the sixth standard.

Mr. Mundella asked whether any suggestions were made respecting the specific subjects.

Mr. Heller said they considered the individual examination more important at this stage than in the lower stages, and they thought it would be fair to make the grant on the specific subjects payable upon the individual pass.

Mr. Mundella assumed, then, that teachers were in favour of the retention of the Fourth Schedule. He asked whether they thought that the teaching of these subjects interfered with the teaching of the elementary work in the ordinary subjects.

Mr. Rankilor assured him that teachers were in favour of the retention of the schedule referred to, and there was no doubt that the teaching of the ordinary subjects did not suffer thereby.

Mr. Mundella asked whether the fourth standard was too early to take one or two specific subjects,

Mr. Grove from his own experience, found that one was sufficient for the fourth standard, and, in reply to Mr. Mundella, said that literature was generally taken.

Mr. Mundella asked whether the deputation were able to report any experience with respect to the teaching of class subjects under the new Art. 19, c. 1, but he did not expect they would be able to do this before the end of another year.

The deputation informed him they were opposed to the subjects being taught through reading lessonss, but they could hardly form an opinion respecting the recent change, as very few schemes had yet been approved by inspectors.

Mr. Mundella supposed that when approved and got into working order they would have some bearing upon the teaching of the Fourth Schedule.

Mr. Heller did not see that the schemes would affect the teaching under Schedule 4, as the class subjects would probably not be the same as those taken under that schedule.

Mr. Mundella said they might be. The recommendations contained in the memorial had come to him rather late, considering the fact that within a month after the meeting of Parliament the Code must be laid upon the table of the House. Parliament would meet a month earlier than usual, so that the time was short. He supposed they would agree with him that unless important and radical changes were made in the Code the fewer alterations made in next year's Code the better.

The deputation agreed that it would be better to leave it as it is than to make too many experimental changes.

Mr. Grove, however, remarked that teachers were not in the same position with respect to class subjects as they had been. They were now compelled to teach them through reading lessons.

Mr. Heller also said that great difficulty had been experienced by teachers and inspectors in drawing up schemes.

Mr. Mundella said the change had been made as an experiment. It had been urged in Parliament again and again, and was inserted by his predecessor in office. He (Mr. Mundella) was anxious to have it tried, as it would not be fair to condemn it until they had had some experience of its working. He was indisposed to make the minds of teachers and managers uneasy by constant changes without ample experience of the necessity of change, and he thought it would be better to bear the ills they now had than to encounter others they knew not of. He expressed his pleasure at having seen the deputation, and promised to give the memorial very careful consideration. If any points in it required further explanation he would confer with Mr. Heller, who was always at hand, about them.

The National Schoolmaster.

SUMMARY.

THE Annual Conference of the Teachers' Association was held in the Theatre of the Society of Arts on Friday, January 7th. Dr. Gladstone delivered the president's address, in which he well pointed out the unsatisfactory position in which teachers of upper and middle-class schools are now placed. Sir John Lubbock then delivered an exposition of the Teachers' Registration Bill, which is now before the House of Commons, to be passed into law if possible. In the bill, as at present drawn, elementary teachers are excluded from the proposed registration, and this part of the bill was hotly opposed by Messrs. Grove and Heller, on the part of the National Union of Elementary Teachers. Ultimately a resolution was carried, with but few dissentients, "That elementary teachers be admitted to the register;" but we do not know if Sir John Lubbock will feel bound by this expression of feeling to alter his bill. We cut the following remarks on this question from an article in the *Schoolmaster* of January 15th:—

It is to us a matter of deep regret that we should appear to place ourselves in opposition to so tried and worthy a friend of education as Sir John Lubbock. Elementary teachers have much to thank him for, and they heartily recognise his many services to true educational progress. But they, in common with other sections of teachers, cannot, and will not, give up the hope of organising a united profession, and they oppose this partial measure because they believe it will render more difficult, if not well-nigh impossible, the attainment of so desirable an end. The hon. member stated that he believed it would be impossible to carry a more comprehensive measure through Parliament. We, on the contrary, are of opinion that the greatest obstacle to the passage of the bill through Parliament lies in the fact that its sectional character arouses the opposition of all thoughtful and earnest teachers, whose professional aspirations prompt them to demand a measure which will unify and not divide the teachers' profession. Sir John was supported in what we believe to be his mistaken notion by the representatives of the College of Preceptors, who tried by turns to allure and to frighten the Conference into an unquestioning support of their views. Mr. Isbister urged "that elementary teachers should assist in passing this initiatory bill, and then a bill to include the whole profession might be introduced

afterwards." Mr. Rule "thought they would show a great want of wisdom if they ran right into the face of the Education Department," and he expressed his pity for the "short-sightedness" of the elementary teachers. Professional feeling was nevertheless too strong to be moved by special pleading, however eloquent, and the vote to include all teachers under this Registration Bill was practically carried unanimously. The truth is that the present measure, instead of giving an instalment of a general system of registration, will set up and legalise unfair and unnecessary divisions among teachers, and will create obstacles to union which would have to be cleared away before any more comprehensive measure could be passed. Nor would the inclusion of elementary teachers bring the bill into collision with the Education Department, which might under a general scheme be relieved of the duty of certifying the teachers in public elementary schools.

On January 17th Mr. Mundella addressed a meeting at Leicester on the subject of "Juvenile Crime." The right hon. gentleman spoke in his usual rhetorical style, and asserted that the "School rate in a reasonable time would diminish other rates which came from ignorance, poverty, and crime." This is a new gospel, and we have heard it preached before; but such an acute observer as the present Home Secretary tells us that he has no faith in it. Mr. Mundella seems to think that what Christianity during 18 centuries has failed to accomplish education can perform. We quite agree with him that increased knowledge may diminish the number of crimes that have their origin in ignorance; but we do not believe there are many crimes of this class at all. This kind of speaking is, however, sure to impress the minds of a miscellaneous assembly a good deal; it never fails to produce "Loud applause."

Mr. Mundella proceeded—I am upon a committee to consider the whole bearing of truant schools. Juvenile offenders and offences require a more discriminating category, and the question wants dealing with from top to bottom. We shall not sin through want of knowledge. We have the opinion of nearly all the benches of magistrates and school boards, and ministers abroad have furnished us with every system in existence in every civilised country. We have learned that there are parents so abandoned that they even incite their children to crime in order that they may relieve themselves of the responsibility of maintenance. Now, I hope we shall devise some means for bringing a sharp remedy to bear upon these parents. They ought to be liable for the payment of the whole cost, whatever it is. Then comes the question, who is interested in the recovery of it? At present the money goes to Her Majesty's Treasury. I am afraid some people care little about Her Majesty's Treasury. I hope we shall leave to local authority, which applies the pressure, the power to recover from the parents. I want to give local authorities an interest in putting pressure upon parents who neglect a duty to their children. If the parent cannot pay 5s., and can 4s., make him pay 4s. I ask you to do this not only in the interests of the State but the interests of the children. Sheffield has set up a school of this kind and people say to each other, "If you don't send Johnny to school you will have to send him to the industrial school, and then you will have to pay not 2d. per week, but so many shillings." What they wanted to do, he continued, was not to punish crime, for there was nothing so infectious as criminality. It began with the slightest offences. He had been astonished at the trivial offences for which they committed children to prison. Some were committed for seven days for bathing in forbidden waters, for plucking flowers, pulling turnips, for robbing orchards. This was very inconsiderate, for when they had once imprisoned a child he found it was not so terrible after all, and it lost its deterrent effect. Let them, therefore, stamp out crime in its inception before the child became a criminal. On the Continent school authorities had power to punish offenders with the birch. Mr. Mundella trusted none

would be so squeamish as to prevent English boards having a similar right. There were few on the Treasury bench who had not had birchings, and the birch would be better than imprisonment. In Munich they had a special school for the purpose, and in heaven's name, why should England be behind the times? The school rate in a reasonable time would diminish other rates which came from ignorance, poverty and crime. During the past five years pauperism had been much less than in the previous five, notwithstanding depression; and education had reduced juvenile criminals. "As the twig is bent, the tree's inclined," but by education they were going to incline the twig upwards, and to expect more from children in the future than in the past. They had been too neglectful of their duties, and too careless of their interests; but the world had found out, not only that honesty was the best policy, but that the man who discharged his duty best was, after all, looking after his highest and best interests. Mr. Mundella then, amid applause, declared the school open.

We have said too much in our recent issues about the condition of the National Provident Society that it is only fair to insert the last report of that institution, which we cut from the *Educational Chronicle*. We have only to express our regret that the "complete statement of accounts" referred to in the report was not sent to the educational papers:—

An ordinary meeting of the General Board of Management of this society was held at 7, Adam Street, Adelphi, on Saturday, January 16th, at 11 a.m. Mr. Pink occupied the chair. There were also present Messrs. Langler, C. Smith, Day, Goffin, Greenwood, Jeffries, Morgan, Neill, and Heller (secretary). After the minutes of December 10th, 1880, were read and signed, Mr. Goffin brought up the report of the Finance Committee, and submitted its recommendations, and also the applications for admission to the benefits of the institution, to the board for acceptance. The Treasurer presented a complete statement of accounts, showing the income and expenditure of the society from its establishment as well as for the year ended December 31st last. In reviewing the total amount of transactions he thought it a matter of congratulation that in the short space of a little more than two years an accumulated fund of nearly £500 had accrued, and he felt sure that few societies of a kindred nature could claim greater success in the same period of time. Mr. Langler pointed out this success, no doubt, was somewhat attributable to the fact that only £11 10s. had been withdrawn for sick pay under the ordinary branch, and that no demand whatever had been made upon the Deposit Sick Fund, the contributions to which, under the rules, become the property of the contributors. The board looked upon this state of things as highly satisfactory, and desire to call the attention of all members of the National Union of Elementary Teachers, students in training colleges, and pupil-teachers, to the advantages which this society, *established upon an actuarial basis*, offers. Some letters of importance were read and considered, after which a vote of thanks to the chairman brought the meeting to a close.

The following answer was given by Mr. Mundella to a question concerning the teaching of agriculture in elementary schools.

RUDIMENTS OF AGRICULTURE.

Mr. Firth asked the Vice-President of the Council whether the attention of Her Majesty's Government had been directed to the desirability of teaching the rudiments of agriculture in village schools; and, if so, whether they were prepared to insert this as an additional special subject in the Code about to be introduced, or otherwise to offer facilities for such teaching.

Mr. Mundella.—In reply to my hon. friend, I beg to state that the elements of agriculture may be taught as a class-subject under the new provisions of Article 19 C

of the Code, which have recently come into operation. As there has been some difficulty, owing to the absence of suitable reading books, I may add that some suitable books have been recently published which will be found very useful for this purpose.

We are glad to see that magistrates have the good sense to make an example of people who so far forget themselves as to commit a violent assault on the teachers of elementary schools. The following account, when published in the Sheffield newspapers, will doubtless have a wholesome effect on the roughs of that town :—

ASSAULT ON A SHEFFIELD SCHOOLMISTRESS.

In the Second Court at the Town Hall, on December 28th, before Sir John Brown and Samuel Roberts, Esq., a married woman, named Ann Crookes, Carlton Read, Attercliffe, was summoned for having assaulted Miss Martha Harris, head mistress of the Attercliffe Infants' School, residing at Rotherham, on the 23rd inst.—Mr. William Smith, instructed by the Sheffield School Board, appeared for the complainant. Mr. H. J. Wilson (of the Sheffield School Board) and Mr. Moss (clerk) represented the school board.—The evidence of complainant, Miss Harriet Shepherd, assistant mistress, and Miss Mary Moorhouse, pupil-teacher, showed that on the afternoon of the 22nd the defendant's child, Ann Crookes, aged six, tore up a book. Half an hour afterwards complainant punished her. The child kicked and threw herself on the floor; the assistants ultimately held her while Miss Harris "just tapped her five or six times on the fingers." On the following day defendant went to the school and acted in an improper manner, and used very bad language. She shook her fist at complainant. Miss Harris requested her to come forward, but she replied, "Thee come here." Directly afterwards, however, she came close to Miss Harris, and said, "I have come to pay thee for marking my child, and I'll mark thee." Defendant then doubled her fist, and put it in the complainant's face two or three times. She next caught hold of Miss Harris's hair and pulled it. She shook her head violently, and it hurt her. Miss Harris, in consequence of the attack, became unfit for work for the remainder of the day. She made no resistance, but retained her seat the whole of the time. She said to defendant, "Don't touch me. You forget yourself. If you had seen your child yourself you would have punished her." Defendant held up her child's right hand and said, "I'm not going to have her flesh 'blued' like this;" but the child, holding up her left, said, "Nay, mother, this is the hand." The witnesses one and all declared they saw no mark on either hand, and that Miss Harris had only administered light blows. Defendant admitted the assault, but said that Miss Harris had bruised her child's knuckles. Defendant's husband spoke to a like effect. Mr. Smith said this was the first case of the kind it had been necessary to bring before the Bench. Mr. Wilson thought Mr. Smith ought not to have pressed the case quite so much as he had done in his opening address. Under these circumstances he wished the Bench to regard the words then said as unsaid. Sir John Brown said defendant had committted a very wanton assault. If this kind of thing was to be permitted he did not know where the discipline in our schools would be. The Board were very careful with regard to punishment—he thought a little too careful, for he had yet to learn at his time of life why children should not be punished as when he was a child—and he could not understand parents being so very tenacious about it when children were unruly. It was difficult to maintain order in schools when teachers had such rigid regulations as to punishment. Parents of Sheffield might well leave the punishment in the hands of the Board, for he was satisfied that they would get no unnecessary or harsh treatment. The Board would be the first to call the teacher's attention to it if there was anything of the kind. The Bench was satisfied there had been no excessive punishment. Had it not been for the goodness of heart of Mr. Wilson they would probably have inflicted the full penalty of £5. They would inflict such a penalty as would deter parents from doing these foolish things, for they had a remedy, but it was not to take the law in their own hands. Defendant would be fined 20s. and costs. Defendant: The lady sent down for me, sir. Sir John: Not to assault her.

REVIEWS.

Blackie's History of England for Standards IV. and V. By George Girling.

THE first part of this work gives an outline of the history to the Norman Conquest: the second part, from the Norman Conquest to the accession of Henry VII. The narrative is ably drawn up, and the text is illustrated with wood engravings, maps, and charts.

Moffatt's Inspectors' Text Cards. Grammar. Sets A, B, and C.

WE must first say that we are glad to see that these cards are enclosed in untearable envelopes. There are 25 cards in each packet, and each card contains about five questions. The examination mania may of course be had too severely: but we have no doubt that a set of cards of this kind used judiciously, would be of great benefit in a school. The questions are well-framed, and properly graduated in point of difficulty.

Mathew's Unexcelled Series of Arithmetical Test Cards. Standard VII. London: Moffatt & Paige.

WE have here a set of 50 cards, each containing 6 sums, and at the end of the packet there is a card of answers. The scholars has here therefore 300 sums to work, and it is very 'unlikely,' if he has worked these sums carefully and accurately that he will fail in the Inspector's Examination. The examples are well selected, and every possible variety of question is found on the cards. We think the card of answers might have been printed on thicker paper, and a stouter cover selected in which to place the cards.

Domestic Economy. By Joseph Hassell, A.K.C. In Three Parts. London: W. Collins, Sons, & Co.

WE have before expressed our high appreciation of this work when issued in a single volume, and we only need say of the present little books that they are most admirable, and should be found in every girls' school. It is melancholy to think of young women being educated in the present day on a system which leaves them in pitiable ignorance of the commonest substances which they have to use in their everyday work. This ignorance is not only a disgrace to their intelligence, but is very often directly injurious to their health. Knowledge is certainly power, when by means of it we are enabled to ward off attacks of disease which bring weakness, and possibly death, in their train. Mr. Hassell so deals with his subject as to make it positively interesting, and we trust what we have said will induce many mistresses to send for a specimen copy of these little books, when they will be able to judge for themselves how very useful they are.

The Mythology of Greece and Rome with special reference to its use in Art, from the German of O. Seeman. Edited by G. H. Bianchi, M.A., New and Revised Edition. London: Marcus Ward & Co.

THIS is a work which we strongly recommend every teacher fond of reading to add to his library. The example of Keats will show that it is abundantly possible for persons without a knowledge of the classical languages to have a profound acquaintance with the beauties of ancient mythology; and here we have a lucid and most interesting description of the heathen gods and goddesses, the stories concerning them, and what is of great importance, the probable meaning of these stories. The work is beautifully illustrated with sixty-four engravings, and there are special notes and these of a most interesting character, on the existing statues of the heathen gods and goddesses. This work would make a capital present to a pupil-teacher on completing his apprenticeship, or a good prize for a boy or girl in the upper standards.

Algebra for Senior Pupils and Pupil Teachers. By J. G. Kerr, M.A. London: Blackie and Son.

MR. Kerr has the faculty of making a difficult subject intelligible, without a profuse expenditure of words, and in the little book before us, he leads the student in Algebra gently forward, as far as simultaneous equations of the first degree. We think it would have been better if the answers to the examples had been given at the end of the book; but some teachers will prefer placing in the hands of their pupils a work in which the answers cannot be seen.

Moffatt's Explanatory Readers. Standard V.

THIS is a well got-up book in every respect. We have before remarked that we failed to see why boys in the upper standards should be condemned to the small type which is usually dealt out to them. All books that are not works of reference, should be printed in good readable type. The type in which this book is printed is large and luminous; and this itself gives it a readable appearance; it makes even a dry scientific lesson appear less formidable. The selection of the lessons has been made with admirable judgment; there is a due admixture of grave and gay; and the volume is tastefully illustrated.

English History Reading Books, Richard I. and Edward I. By E. S. Armitage. Longmans and Co.

Outline of English History, B.C. 55—A.D. 1602. *By S. R. Gardiner. Longmans and Co.*

English History Reading Books. Part II. for Standard III. By Miss Yonge. National Society's Depository.

THE first of these little books certainly does not lack interest. In the few words of preface, which the writer somewhat quaintly heads, "Forewords," Miss Armitage gives us the authorities she has followed, remarking, "Many of the scenes from the life of Richard are translated almost literally from the Chronicles." The book is as interesting as any romance; the language is very simple and clear; there is no attempt at any table of events, or genealogy, and we seldom catch sight of a date. But no child who reads this book will ever forget the great heroes of which it treats; and for our part we do not see why children should not be reading these old romances, which, at any rate, have a substratum of truth for their basis, instead of the foolish and aimless tales that are manufactured by the gross to feed their infant minds. The work is not divided into chapters, but each history is broken up into a number of paragraphs, with descriptive heads, and occasionally a quaint woodcut is introduced reminding us of what we used to see in the old story books forty years ago. As a specimen of the style of narrative in these little histories, we give the greater part of the description of the battle of Joppa:—

"King Richard this day outdid in prowess all the heroes of romance. He wore through the skin of his own hand with constantly swinging his sword. While he was thus in the midst of the conflict, the brother of Saladin, with strange politeness, sent him three splendid Arab horses, begging that he would use them, as he seemed to need them. The king was very glad of the gift, and said he would willingly have accepted more in such need, even from a worse foe than the Sultan's brother.

"But the battle went on, and lasted all the rest of the day. The Christian sailors fled to their ships; they were the only ones who tried to save themselves by flight. Meanwhile some of the Turks got into the town; the king hastened thither with a body of archers, slew all he could find, and shut up the rest inside the town. Then he went to the shore and fetched back the crusaders who had run away. He returned to the battle, and charged the enemy with such fury that he was lost in their ranks. The Christian army could see nothing of him, and began to be full of

terror. He in the meantime was splitting heads in his usual way; he cut off at one blow the head, shoulder, and arm of a grand Turkish emir who was riding against him. The Turks were so cowed by his valour that they gave way on all sides, and scarcely cared to send arrows at him any more. So he returned safely to his army out of the depths of the hostile ranks. His coat of mail was stuck so full of darts that he looked like a hedgehog, and his horse likewise was a perfect pincushion of arrows. This last charge of Richard's decided the day. It is said that while 700 Turks were killed, only two of the Christians were killed."

The second work on the list, by Professor Gardiner, gives a lively and spirited account of the history of our country from the Roman invasion to the accession of James I. We are glad to see that the author is not content to follow in the worn paths of time-honoured prejudice; he does justice to the unsuccessful actors in the great tragedy. Writing of the reign of Richard III. he remarks, "Richard next spread a story, which was probably true, that the father of the boys had promised to marry a lady before he married their mother. In those days, if a man promised to marry a woman and married somebody else instead, he was not considered to be properly married. Richard therefore said that Edward IV. had never been properly married to the Queen, so that his sons could not inherit the crown. He summoned a Parliament, which set aside the young princes, and declared their uncle to be King Richard III." The period of the Reformation is treated with an amount of impartiality which we have not been used to in such histories as these. "A gambler is always in want of money, and Henry's case was no exception to the rule. He suddenly became convinced that the monks and nuns who lived in the smaller monasteries were very wicked." Sound Protestants will be concerned to find such stories as the following in a popular history; but the spirit of the age demands that religious controversies in books of this kind should be treated with a rigid impartiality, and Mr. Gardiner, in the reign of Mary, does full justice to the endurance of the Protestant martyrs:—

"One poor man, Friar Forest, was declared to be a heretic because he said that the King ought to be subject to the Pope. He was placed upon a cradle of chains hung upon a gallows. Underneath were the fragments of a great image which had been brought from Wales. Then Latimer, a brave, honest man, who was afterwards to die a martyr's death, preached to him to convince him of his error. When the sermon was over, he asked Forest whether he would live or die. 'I will die,' said Forest boldly. . . . Light was set to the chips of the image beneath, Forest was swung over it, and the cruel flames ate his life away."

Professor Gardiner incidentally lets a good deal of light into the minds of his readers as to the state of the country at different periods. At the accession of Mary, he remarks, "Mary at once put an end to the use of the new English Prayer Book. Many more people in England disliked it than liked it, and the old service, which had been used when the English Church obeyed the Pope, was brought back again." Again, at the accession of Elizabeth, he writes, "More than half the people would have been glad to have been allowed to go on worshipping like their fathers in the way in which Roman Catholics do now. A small number of people would have liked the services of the English Church of the time of Edward VI. to be revived. A large number of people, who came to be called Puritans, would have been glad to worship as Protestants did on the Continent, very much in the way that Dissenters do now." It would be an interesting question, if the majority of Englishmen were Roman Catholics at the accession of Elizabeth, at what period in the subsequent history they renounced their faith? Our readers will see from what we have already said that this is a most interesting and useful book, and we may add that it is illustrated with maps and woodcuts in a very pleasing manner.

Miss Yonge commences her sketch of English history at the Roman invasion, and carries down the narrative to the death of Stephen. The narrative is drawn up in a plain and simple manner, and verses on the different subjects are interspersed among the chapters. The work is very nicely illustrated with wood engravings. We think Miss Yonge might have ventured to treat her subject in a manner somewhat more detailed; though certainly children in Standard II. cannot be expected to grasp anything but what is put in the simplest and most elementary form. We have no doubt that this work will be found widely useful in schools.

MR. MUNDELLA ON PENSIONS.

WE have freely expressed our repugnance to Mr. Mundella's style of oratory. It appears to us vainglorious and fussy. He seems to be evermore blowing his own trumpet, proclaiming in effect with wearisome iteration that the right man is at the Education Department at last. Mr. Mundella may not mean to give any such impression; he may have the greatest respect and warmest appreciation for the labours of his predecessors in office—Lord G. Hamilton and Lord Sandon—but we fail to perceive it in his speeches. He is anxious to signalise his term of office by great and signal and beneficial reforms; and we would not wish for a moment to imply that this is not a worthy ambition. He has already discovered a method by which he may do a great amount of good to the cause of education by improving the condition of the teacher. It will not be easy to carry the plan into effect; doing good is never a very easy thing; and no sooner has Mr. Mundella broached his scheme, than the Secretary of the National Union of Elementary Teachers writes a letter to the educational papers warning teachers against it. But what little support we can give him in this direction shall be freely and heartily rendered. Our readers will do us the justice to acknowledge that during the ten years this journal has been in existence we have never swerved from our advocacy of a retiring allowance being granted to infirm and aged teachers. A man will not work heartily through the day if he has the prospect before him of going supperless to bed; and a teacher cannot give his whole mind and thought as he ought to do to his work if he has continually before him the workhouse, or the cold charity of friends in his old age.

We have no complaint to make against the plan sketched out by Mr. Mundella. And we frankly tell him, if his eye should glance down this page, that if he should be successful in carrying it into effect, he would have earned a just title to the lasting gratitude of thirty thousand hardworking and meritorious men and women. It is often difficult to do people good when you have their hearty co-operation stimulating you and encouraging you. It is most difficult of all to do any class of people good in their own despite. And we can tell Mr. Mundella that if he tries to carry his plan into operation, he will meet with the greatest opposition from teachers themselves. When the Select Committee of the House of Commons sat to consider a similar scheme, several teachers, representing only themselves, were delighted to attend, and have their names in print as having given their opinions against it. We believe that we are correct in saying that the teachers, who gave their evidence

against it, acknowledged that they spoke only for themselves. What an opinion they must have had of their own importance!

And speaking to teachers, we may say that they have certainly not, as regards this matter, a friend in Mr. Heller. Mr. Heller is a man of excellent intentions, and a man of excellent intentions, bent upon a foolish course of conduct, is an antagonist difficult to encounter. Mr. Heller maintains that Mr. Mundella's scheme is not necessary. Is there not the National Provident Society in existence? May not teachers come to that and be healed? That excellent society brought into birth with such "anxious deliberations, actuarial ability, and painstaking labour!" Is it not an interesting child? In the two years of its existence, it has accumulated a fund of £500, which would already supply one pension of £20 a year, and at this rate, in the course of a few centuries, the problem will be solved. But it is ill jesting on a painful subject, and we very much fear that the Provident Society must accompany the "training institution under the control of the Executive" into the limbo of exploded schemes. We can see that Mr. Heller means to let it die as hardly as he can, instead of promptly and mercifully putting it out of its misery. Not all Mr. Goffin's skill in finance will make it a financial success.

We should strongly advise teachers to bring the subject up for discussion at their monthly meetings. If they are wise they will not let Mr. Mundella's words be forgotten, nor will they try to drive too hard a bargain with the Government. We are not at all certain that the Vice-President is strong enough to do what he promises; we should not be at all surprised if he received a decided rebuff in submitting his plan to the Treasury of Government aid given to a pension fund for the support of teachers in their old age. The simplest plan, as it seems to us, would be for each teacher to subscribe a certain yearly sum, and for it to be compulsorily levied. The Government would add a certain amount to this fund, let us suppose six and eightpence to every thirteen and fourpence. Teachers entering the profession, after this fund was formed, would enter it subject to the obligation of subscribing to it. An arrangement could be made by which in the case of a teacher dying before he began to receive his pension, his widow and orphans could obtain the amount he had paid in. A plan of this kind will do no good unless it is compulsory; and the question remains, "Can we expect all the existing teachers to agree to such a proposal?" We certainly cannot; a strong minority, possibly even a fourth of the whole body, might more or less strenuously oppose it. But by the law of majorities there is no reason why the three-fourths should give way to the one-fourth. And, indeed, it would not be difficult

to devise a way by which the opposition might be overcome. Let subscription to the fund be *obligatory* in those joining the profession after it is formed; *optional* for those who have already obtained their certificates. It would very likely happen that those who had been most fierce in their opposition while the scheme was under discussion, would quietly enrol themselves as members, when it was fixed and determined. We are afraid that a good many teachers who helped to "launch on its career of usefulness" the Provident Society, have been prudently content to part company with it at that initiatory stage.

If the Executive Committee of the National Union are wise, they will, heedless of Mr. Heller's warning, take up this matter in earnest at once. The organization of which they have the direction, cannot always subsist on deputations and addresses. The game of altering the Code will not always amuse. It may be thought, "if the teachers get their pensions from the Provident Society, it will keep them attached to the Union; but if they get their pensions from a fund supplemented by Government aid, all teachers will share alike in the benefit, whether they belong to the Union or not." It is a sufficient answer to this that it is extremely improbable that the Provident Society will pension a dozen teachers; in fact, we doubt very much whether Mr. Heller himself has any very strong expectation of drawing a retiring allowance from its funds in his old age. If such a fund were formed, however, as that we have sketched, the National Union would naturally select from its members some of the trustees, and the Education Department would nominate the remainder. It would be an exchange of failure for success; a decent inhumation of a society that would not work with all due funeral rites and ceremonies; and the prevention of a vast amount of heart-aching in the thought of destitution in old age, and heart-breaking in the actual and dreadful experience. And, as regards relief in sickness, such relief is very little required in the teaching class. A day's headache or a few days' indisposition, does not lead to any withdrawal of stipend. The great thing to which all others may well give place, is the establishment of a fund which will secure to every worker a decent competence after the hard work in this life is done; and the bread eaten from such a fund would be all the sweeter if the teacher were cognisant of the fact that it was purchased mainly by his own savings in years gone by. With these observations we commend very seriously to the consideration of our readers the following remarks made by Mr. Mundella in his speech to the students of Borough Road Training College, on December 28th :—

Before I sit down I want to say a word or two as to some of the things which are not in the Code, and which may never be in the Code. It has been very much on my mind of late, since my friend Mr. Fawcett, the Postmaster-General, has given

increased facilities for savings, whether it might not be possible for teachers, not as an obligation, but as a voluntary act, to inculcate on the minds of the children the advantages of saving, and by the use of the postage stamp system to establish a penny savings bank in every school. I hope that as you are to have a meeting this afternoon you will also consider whether you cannot do something in this way for yourselves. There is nothing so painful to me as to have to dole out at the end of the year a few small pensions to decayed teachers. I think you ought to do something for yourselves in making some provision for yourselves when the time comes that you are no longer able to follow your avocation. It is a painful thing to read of a woman who has been earning £150 for many years, and who suddenly breaks down, and who then has to state that she is destitute. It is a painful thing when I have 20 pensions to dispose of and there are 120 applications. Surely something could be done to obviate this. There are 30,000 teachers, and surely by some actuarial process you might ascertain the sum which should be paid by each in order to make a provision for superannuation and old age. I sincerely trust that you will think that it would be much better if the Government aid was given not in the way of a dole at the end of a long service to one of many applicants, but was given to supplement some fund—to one effort of your own.

MR. HELLER'S LETTER.

AS the teachers will not go to the Provident Society, Mr. Heller, as a wise man, has decided that the Provident Society must come to the teachers. The late Prime Minister once made a sagacious remark that it was a sure sign that a political party was in difficulty, when its members took to writing letters in the newspapers. Mr. Heller does not pretend that the Teachers' Provident Society is in a flourishing condition. He describes it as a "useful but undeveloped professional agency." He craves space to say what is being done by the Society, and he does not say a word about it. His letter might have been written a month before the society was launched for any insight it gives us as to the progress of the society. All that he tells us is "during the first two years the deposit members have had transferred to their own fund all the amounts paid in the sick fund." This must prove one of two things, either (1) that teachers generally enjoy such good health that a sick fund is unnecessary (no sick pay having been drawn during the two years the society has been in operation), or that such a very few members have joined the society that it has been hitherto what we predicted it would be, a complete failure. Mr. Heller does not say what number of members have joined the society; he does not say there is any reserve fund, and what amount it is. It is a violatio the commonest rules of prudence to join an institution of this without a substantial reserve fund to meet any sudden press may fall upon it. There are several great societies, of reputation, and undoubted financial soundness, already but Mr. Heller does not point out what superior Teachers' Provident Society possesses over these. It

to convince his fellow teachers of the usefulness of such an institution if Mr. Heller had mentioned that he himself has joined it, and lives in hopes of receiving a pension in his old age through this "useful but undeveloped professional agency." It is but natural to suppose that all the members of the Executive Committee have enrolled themselves as members; but why should Mr. Heller suppress such an interesting and encouraging fact in his letter? Societies of this kind are not generally successful when made to order. Nobody wanted the Teachers' Provident Society before it was made, and now, when it stands with open hands, offering its benefits, "payments in sickness, pensions in old age, small life assurances," &c., the teachers refuse to hear the voice of the charmer, charm it never so wisely. The Union, so far, has not shown any remarkable success in finance, and we have it from the reports that the stipend of the secretary cannot often be paid until some months after it is due. Teachers may naturally be excused when reading of such matters if they view with some misgivings the security offered them for their money by the Provident Society. Institutions of this kind live upon success. People think there is not much probability of a society like the Scottish Widows' Fund, with an Assurance Fund of seven millions, failing to meet its obligations; but, with touching forgetfulness of all such considerations, we have Mr. Heller in this letter crying out, "Pity the sorrows of a poor neglected Provident Society." Like many other interesting creatures in a moribund state, it has done nothing to deserve its fate. "Anxious deliberations, actuarial ability, and painstaking labour" have been bestowed upon it, and yet it remains at this moment in a state of collapse, and even Mr. Heller's letter is not likely to benefit it much. It was registered in April, 1878, and commenced work in 1879, but two years have passed, and it is still utterly "undeveloped."

The second paragraph of Mr. Heller's letter contains matter of a somewhat controversial character. He says that "in 1872 a scheme put forward by Mr. Whitwell, M.P., on behalf of the Union for the establishment of a general scheme of retiring pensions, was rejected by the teachers themselves after much thoughtful discussion." Mr. Heller should take pains to be accurate in writing letters of this kind, and for our part we should be glad to learn at what meeting of teachers' representatives Mr. Whitwell's scheme was rejected. "In 1875, pensions having been secured for a limited number of the older teachers" (*i.e.*, such as formed the Executive Committee of the Union of that day), the Union took up in earnest the question of establishing the 'Society' whose name stands at the head of this letter." This statement is a are mal admission of what we have always maintained, that the Executive my n

Committee, having secured pensions for themselves, left their younger brethren to the tender mercies of the Provident Society, which was, according to Mr. Heller, in December, 1876, launched "on its career of usefulness." Mr. Heller's warnings are as remarkable as his exhortations. Such a fund as Mr. Mundella recommends would be a blessing to every teacher in the land; but Mr. Heller thinks the Provident Society much better. The fact is, as regards thrift, we all need a little wholesome compulsion, and we feel more inclined to help ourselves, if we are encouraged by the thought of others helping us.

THE BLUE BOOK FOR 1880.

(Fifth Article.)

THE Rev. W. W. Howard inspects schools in East Devon and part of Dorset. He is not complimentary to the spelling reformers. He remarks:—

Spelling too is on the whole creditable. With due care and attention on the part of teachers spelling is not the bugbear which the noisy spelling reformers would make it out to be. These good people seem to be of Dogberry's advice, that "to read and write ought to come by nature." Men and women, as well as children, who are careless and inattentive, will make mistakes in spelling; but neither reading nor spelling would be improved by a system which confounds "air" and "ere," "sight" and "site," "ware" and "wear." There is sometimes an advantage in having homonyms spelt in different ways; the eye is appealed to where the ear is at fault. The "rites of the church" may be the "rights of the church," but it is convenient to be able to see the point of view from which a writer looks at the question.

Mr. King inspects schools in the Truro District. He complains loudly of the "scraps of silly narrative, or dull dissertation, worthless alike for matter or language with which many of the books, including those more commonly used, are filled." We doubt whether his own views on the matter would lead to an improvement if carried into practice. The authoress of "Ploughing and Sowing" succeeded in explaining to a class of Yorkshire farm lads the language and meaning of *Rasselas*; but this only proves that enthusiasm and indomitable perseverance will overcome all obstacles. Mr. King should say what classical work he would recommend for the upper standards. There is scarcely a single work he could recommend that would not be open to worse objections than the existing reading books.

It is, however, difficult to imagine that the habit of attention can be acquired by gabbling over the scraps of silly narrative, or dull dissertation, worthless alike for matter or language, with which many of the books, including those more commonly used, are filled. To read a complete work and master its contents is an unknown exercise, and thus the object of learning to read is entirely missed. Consecutive

narrative in the form of a good story-book would be useful for the younger children, and for the higher classes I can imagine no better training than the study of some English classical work; they should translate it into their own language, and master the construction and arrangement of the sentences; in technical language the book should be paraphrased, analysed, and parsed. By such means the children might acquire the habit of attention, and at the same time the power of expressing themselves clearly and correctly.

Might we venture to inquire, ever so gently, the good of such recommendations as these? So long as the Vice-Presidency of the Education Department is filled, as it has been of late years, with men of an inferior mental calibre, such paragraphs will escape that scathing censure freely poured upon them by Mr. Lowe; but why should Mr. King, who is doubtless a man of sense and judgment, get the Queen's printers to print such effusions? If he propounded his plan to half a dozen of his colleagues, taken at random, would he get four out of the six to agree with him? Has he the faintest hope that in the next twenty years his recommendation will be carried out—the consecutive story-book for the lower standards, and the classical work for the higher? Is it not exceedingly probable that before he writes his next report, it will have escaped his attention that he ever made such a recommendation at all? We must admit, with mortification, that there is a demand for such a class of paragraphs in reports, arising out of that fever for unsettlement and change that arises from the notion that all change is change for the better or progress. Mr. Mundella is very sick of this fever, and, doubtless, if he has his way, will introduce plenty of changes that his disciples will cry up as "progress" of the most decided kind.

We have said that Mr. King "is doubtless a man of sense and judgment," and we proceed to quote from his report a paragraph which proves this assertion. We quite agree with him that the work of a pupil-teacher is very hard, and that the medical certificate is a perfunctory piece of hypocrisy. That the supply of teachers is now more than sufficient our readers know to their dismay and discomfiture when applying for a vacant post as master or mistress of a school :—

The supply of teachers is now more than sufficient; at any vacancy, even in this remote district, the managers are puzzled how to choose from the number of applicants. Candidates for the engagement of pupil-teachers are also plentiful, so that there is no hardship in maintaining a high standard of admission. This is necessary, for young persons who are not well advanced in their reading before they enter on their apprenticeship are unable to keep pace with the requirements of the prescribed course of study. I wish it were possible to be equally strict in rejecting candidates whose physical constitution does not appear strong, but it would be useless to make an objection on this account in the face of the regular medical certificate. The work is very heavy for young persons. The usual school hours are from nine to twelve, and from two to half-past four; add a few minutes before and after each school meeting when the pupil-teacher's presence is required, and there is a long day's work of six

hours. In addition there is an hour's private study with the head teacher, and then these young persons go home, not to take the air and exercise their constitutions need, but to get up their lessons with what energy they can.

Mr. Legard inspects schools in the Leeds district. He has a paragraph on the "importonce of cheerful rooms" which we think our readers would like to look through:—

The provision of suitable buildings is a gain to teacher and scholar alike; the surroundings of schools play not an insignificant part in education, and cheerful airy rooms must necessarily exercise a salutary influence upon their inmates. Bare walls, I am glad to see, are in some cases embellished by drawings, and plants are often grown in the windows. It is to be hoped that a taste may thus be implanted in children which will bear fruit in their after lives. Exhibitions of flowers and of plants reared by children from elementary schools are now becoming common in Leeds, and I hope that industrial exhibitions of drawing and other small works of art that would profitably employ the leisure time of our elder scholars, and exercise their restless fingers, may soon also become common.

Again, a school without a playground in a large town hardly deserves the name of a school. Boys and girls have naturally high spirits, and these spirits should find a vent in healthy games and exercises, and teachers, if they are wise, will frequently encourage these games by their presence. Many a useful lesson is taught and learnt in the playground that cannot be taught in school. I am sorry to say that in the new school the boys' and girls' playgrounds are generally only separated from each other by a very low wall, which is practically useless.

Mr. Legard denounces the system of centralisation which is prevalent in the Leeds Board. He is quite right in pointing out that a great central department cannot, by any amount of minute regulations, make good schools. A good school is the work of a good master; and when a good master is secured, the freer scope he has for introducing his own methods of teaching the more successful the results will be. It is a singular thing that we have Mr. Legard going back almost wistfully to the voluntary system for the example of a better method than is adopted under the school-board *régime*. What Mr. Legard has to say on this point is well put, and deserves attentive consideration:—

In voluntary schools the head teachers have, as a rule, a great liberty of choice in the selection of their assistants and pupil-teachers, and it would be well if the same discretion were allowed to the teachers under the Leeds Board. The example of our great English public schools should be followed in this respect, and the selection of assistants left to head masters and mistresses, subject to confirmation by the board.

At present when a vacancy occurs an assistant is sometimes sent from the central office, whom the head master has never heard of or seen before.

I need not say how important it is that cordial relations should be cultivated between the school board and the staff of teachers. As the Leeds Board has under its charge 107 school departments (or rather more than twice as many as any of the other large towns of England, except London), and 152 certificated teachers, this question, which is practically one of school management, assumes great difficulties.

It is, I think, a matter for regret that local managers have not been appointed, according to the provisions of the Act of 1870, who would interest themselves in the educational work of their own particular neighbourhood, or in some poor district of the town.

If the schools were divided into groups, and a local committee appointed for each group, many matters of detail that have now to be referred to the central office would be settled much more expeditiously and satisfactorily. If these managers were given

very wide powers, as has been done very judiciously at Liverpool, they would have much greater interest in the schools than if they were merely "men of straw." Wise managers never interfere unnecessarily with the work of a teacher, but are always able to give him sympathy and encouragement.

As it is, many members of our board cannot spare time from their business for visits to their schools, and this work consequently devolves on the clerk of the board, in addition to his other duties. Under the clerk a superintendent is employed, who visits the different schools in turn, and reports to the clerk as to their state.

It will no doubt be urged that managers may settle their teaching staff on scientific principles as much as they please, adopt the best plans of organisation that they can, yet, unless the teachers can teach, all this labour is thrown away.

It was lately observed by an able writer, in describing a visit to one of the best New England schools, that if he had any fault to find it was that the teaching was too good.

It may safely, I think, be affirmed that the teaching in the schools which I visit is not too good, and that while the pupil-teacher system lasts it cannot be too good. Now that schools have become so large the main part of the teaching is done by the pupil-teachers, but I think that it will be a wise policy, both in voluntary and board schools, gradually to curtail the number of pupil-teachers, and to increase the number of qualified assistants. It is to be hoped also that, as the work of furnishing returns and filling up papers has been diminished, head teachers will be able themselves to devote more time to class teaching than they have hitherto done.

Mr. Legard incidentally confirms what we have been just pointing out, that a good deal of the matter printed in these reports had much better be suppressed. He is thinking of the reports of some of his colleagues when he writes, "it serves no profitable purpose, to my mind, to expose, in a general report, ridiculous mistakes that pupil-teachers make in their papers, but it is sufficient to say that the papers are better done than they were."

What Mr. Legard says on the importance of teaching "manners" in schools we heartily agree with. We have no doubt that the manners of the lower classes are undergoing a silent process of improvement, owing to the work of our elementary schools; but Mr. Legard does quite right to impress upon teachers the importance of devoting special attention to this point in their school work:—

In observing that sufficient care is not bestowed upon teaching "manners" in elementary schools, it will probably be said that I am attaching undue importance to trifles.

Yet, on reflection, it will be seen that these trifles are more important than we think. What we want to teach is not, as has been well said, "*the existence* of aristocratic respect, of mean submission, of servility, of dependence; it is neither more nor less than good breeding, such as we ourselves practise to our equals as well as to our superiors; and when this is not enforced the courtesies of life among equals will fail; . . . the restraint of what we superficially call mere forms insensibly polishes and refines the coarse material."

The bad manners which foreigners notice in England will not improve until more regard is paid to the subject in our schools. How much can be done by a master who recognises the value of "mere forms" I have seen put to the proof by the teacher in a rough manufacturing village, who seemed able in a short time completely to change the character of his scholars. In town schools also I have seen the effect produced by one particular master who had the charge of three different schools in succession.

SCHOOL BOARDS FOR THE MONTH.

THE first meeting of the London Board, after the Christmas recess, was held on Thursday, January 20th. The Chairman (Sir C. Reed) said he had received a letter from Earl Spencer, stating that Mr. Gladstone would recommend to the Queen the granting of a Civil List Pension of £75 per annum to Mrs. Rodgers in recognition of her husband's services to public elementary education. He added that it had been decided that all the money collected for the fund should be utilized for the advantage of the late Mr. Rodgers' family.

Mr. Freeman gave notice that in a fortnight he would move that the sum of £676,579 would be required to meet the liabilities of the school board up to 25th March, 1882. An attempt was made at this meeting to pass a resolution declaring that the rule for the election of casual vacancies was inexpedient as regards London; but the motion was rejected by 20 to 11. It was stated on behalf of the resolution that "the constituents were the right persons to elect successors to members who resigned or died." On the other hand, it was pointed out that "the Board knew how to elect men with specialities, but the electors did not always send men of this kind." The following paragraph refers to a matter which has recently been severely commented on by one of the London Police Magistrates:—

PROSECUTIONS.

Mr. Charrington asked the Chairman of the Bye-Laws Committee the following questions, of which he had given notice:—

"Whether it is true, as recently stated by one of the Board's superintendents before Mr. Bridge, a police magistrate, that it is the usual custom for summonses to be signed by one member (often "en bloc"), and taken to another member in order to obtain a second signature (often without inquiring into the cases), and, if such is the case, whether the chairman considers such a proceeding in accordance with Rule XI. of the Board's bye-laws?

"Whether it is true that the Board's servants, acting under the supervision of the Bye-Laws Committee, have sent threatening letters to the parties summoned without the authority of the magistrate, and contrary to the Act of Parliament?"

Mr. E. Buxton, in reply to the first question, said that the Act required that every prosecution should have the sanction of two members. He did not know that the Board could do more than they did already. As Mr. Charrington knew, as a rule only one member heard the cases at a "Notice B" meeting, and the assistance of more than one was only formal. In answer to the second question, he did not know whether Mr. Charrington was aware that the action of the superintendent who sent the letter referred to was objected to, and the letter had been withdrawn. It was hardly fair, however, to call it a "threatening letter." It was merely a notice to certain parents that such and such consequences would ensue if the fines were not paid. The letter had been withdrawn because it was considered an inappropriate one to be sent.

Mr. Charrington explained that at the time he gave notice of his question he did not know the letter had been withdrawn.

The Aberdeen Board have sent a sensible recommendation as regards evening schools to the London Board, in order to secure, if possible, its

from the Board. One would think it would be the best plan to wait three years and trust to the good sense of the electors not to re-elect him; but it is freely admitted that the obnoxious person retains the confidence of the persons who elected him. We ought further to add that the objectionable individual is the curate of the parish. We congratulate Mr. Richard Gowing on the drawing up of such a very artistic paragraph. From one sentence where we are told that at a meeting of ratepayers it was unanimously resolved to have the Board declared in default we should gather that the reverend gentleman had no adherents in the parish; but afterwards it is acknowledged that the "obstructive element" in the parish is "presumably strong enough to carry its member by virtue of the cumulative vote." The unanimity of the meeting is in this way easily accounted for. We have sufficient confidence in the Education Department to believe that if they do declare the Stoke Board a Board in default they will nominate Mr. Paterson as one of the members, thus defeating this senseless and discreditable manœuvre.

A curious state of things has risen up in connection with the School Board of Stoke, in Warwickshire. At the last triennial election, in December, 1879, the Rev. C. Paterson was returned a member at the head of the poll. He began his term of office by the adoption of an obstructive and harassing policy which has been regarded as exceedingly obnoxious and mischievous by all the other members of the Board, as well as by the Clerk. By the end of twelve months the matter had arrived at such a pass that, rather than submit any longer to the annoyance to which they were subjected, all the other members resigned. The result has been a meeting of the ratepayers at which it was unanimously resolved to represent the state of the case to the Education Department and to ask to have the Board declared "in default," their Lordships appointing a Board consisting of the four gentlemen who have resigned and a fifth nominated by the meeting, in the place of the Rev. C. Paterson. It seems strange at first sight that a School Board should be brought to such straits by the conduct of one member who was placed at the head of the poll by the electors, but it must be remembered that this is one of the disadvantages of the cumulative system of voting. It is an example of how a minority may tyrannise over the majority. It would seem that even after the exhibitions of disorder at the School Board meetings occasioned by this one member, the ratepayers have no confidence that, upon a new election, that one member would lose his seat, the obstructive element in the parish being presumably strong enough to carry its member by virtue of the cumulative vote. We think it extremely probable that the Department will accede to the request in this case.

The Norwich Board are still agitating for permission to lower the fees in their schools. They have been refused permission to "interview" the heads of the Department on the point; and now they are attempting to gain their point by a system of worrying correspondence. After the complaint of Lord Beaconsfield in the House of Lords, that the Liberal Government has been trying to see how completely it can reverse the policy of its predecessors, the Department are not likely to be shaken in their determination to maintain the past policy of the Education office, especially in a case which was settled to the apparent satisfaction of all parties by a compromise.

THE PENNY FEE QUESTION.

The Chairman read the following letter (recommended by the special sub-committee) in reply to the letter of the Education Department respecting school fees:—

Sir,—I have the honour to acknowledge the receipt of your letter on the 2nd ult. I am directed by the Board to express their regret that the request for a personal interview with the heads of the Education Department has not been complied with.

It is true that in 1878 an enquiry was conducted by the Department in concurrence with the Board with reference to the scale of fees charged in the Board schools of Norwich, and the Board have carried out the conclusions then arrived at by the Department. It has, however, appeared to this Board most desirable that the arrangement made in 1878 should be reviewed. The Board respectfully submit that the local experience which they possess justified the request which they have made for an interview with their Lordships. In the opinion of the Board the difference of fee for precisely the same quality of instruction is indefensible, as the Board have found it impossible to place their schools in neighbourhoods to include only the poorer classes and to limit to such the lowest fee. The Board have in view the establishment of higher class schools as at Bradford and other places, when a suitable fee will be charged; and they regard the present scale of fees as naturally obstructive to such a movement. The Board therefore renew their request for an interview with their Lordships on the subject at the earliest convenient date.—Your obedient servant,

S. C. HARDY, Clerk.

The Secretary of the Education Department.

MR. MUNDELLA'S SPEECH AT THE REUNION OF THE STUDENTS OF THE BOROUGH ROAD TRAINING COLLEGE.

THE following is the full text of Mr. Mundella's speech at the reunion of the Borough Road students, to the latter part of which we have alluded in one of our articles for this issue :—

Mr. Mundella said: I am here as vice-president of the British and Foreign School Society, although I am afraid many of you perhaps would rather regard me as the Vice-President of the Committee of Council. But in the former capacity, on behalf of my colleagues who sit around me, I offer to you 300 students who have been trained within these walls a very hearty welcome. As I have just remarked to my friend on my right, one could hardly select 300 men and women in the British empire who could have a greater influence on the British people than you who are now listening to the sound of my voice. Every one of you is engaged in teaching, and many of you are the heads of great schools, and your character and life, and your teaching are impressed, or will be impressed, upon the character and life of those who are placed under your tuition. Some of you have grown grey in the service, and you are all interested in the great work of education, and have faith in it, and you have all of you, I trust, drunk in some of the enthusiam, some of the spirit of the great founder of the British and Foreign School Society, Joseph Lancaster. If you are doing your work with anything like the feeling and the noble motives which characterised that good man, you are doing a good and noble work indeed, and you are not mere hirelings, working for "passings" or percentages, you are not merely trying to fulfil the conditions of the Code, but you are influencing the character and future of the English people. I know that there are still people—very few, I hope—who are opposed to education. I know that the fight still has to be carried on. It has been carried on for a century past, and the work is not yet done. We shall have to carry it on a little longer in order to make it a successful battle. We must have faith and courage. I was reading last night something of the humble beginnings of this society in Sydney Smith's defence of Joseph Lancaster. Perhaps you may not have read it, but if you turn to the *Edinburgh Review* for 1806, you will read what Sydney Smith then said in defence of that good man when there were not 300 teachers as there are here to-day, but Lancaster stood alone with only a few monitors, in the Borough Road School, endeavouring to implant the seed which has since grown up into our national system. You have been to-day to the glorious Minster, whose associations are enshrined in the affections of all English people, and you were there addressed in words of commendation and encouragement by the Dean of Westminster; but when Sydney Smith was writing in 1806 the pulpits of the metropolis were denouncing Joseph Lancaster, and good, religious, pious people were denouncing the education of the poor as a dangerous thing, which would destroy the Constitution, and which would render the existence of an hereditary nobility utterly impossible. What did Sydney Smith say? He said there were millions of Englishmen who could hardly spell their own names, and who could not puzzle out the writing on a signboard. And yet, when this

good man, Joseph Lancaster, was endeavouring to train the people better, to train them in the love of virtue and the love of knowledge, he was denounced as a dangerous person. There are still some pessimists among us, people who would reduce education to what Sir William Curtis—I think he was Lord Mayor of London—called the three R's—reading, writing, and arithmetic. Well, I think you would regard it as a great calamity of their lives if the Legislature were to conclude that education were to be given as a pauper's dole. You must do it generously, and make it a reality—something which enlarges your own minds as well as the minds of those you teach; something that should make the people of this country become the guardians of the freedom of the great empire in which they live. I took up a newspaper on Christmas morning, and in the first article I found these words:—"What will the centuries to come think of the condition of our working classes – that is, of the mass of the people—as shown by the records of crime and poverty, by the casual description that will be found in every form, and by the returns which show what they did with their wages! Will they be able to conclude that the ordinary English labourer, or working man, of 1880, was higher in the moral and mental scale than his predecessor of 1830, or even of 1780? . . . If the commonest rules of self-examination be applied to that mass of the people which both religion and politics bid us to regard as incorporated with our own very being, what will the answer be? It can hardly fail to be that the Englishman of this day is not perceptibly a better or nobler being than he was half a century ago. Generally speaking, he cares more for meat and drink, the latter especially, than for any other good thing." Well, gentleman, that is a desponding picture, but I think it is not a true picture. I am not disposed to underrate the gravity of the evils with which we have to contend—the intemperance, the pauperism. and the vice with which we have to contend. I believe that education is one of the most important instruments with which we can grapple with these evils. But it would be poor encouragement to you and to me, who have been working for many years to educate the people of this country, if we were told that their condition is no nobler, no higher than it was a century ago. I would ask the writer of that article and those who share his desponding views to cast their minds back, not to a century ago, but to the first quarter of this century. What was the condition of things in the first quarter of this century? Were there not in six counties of England the working classes destroying machinery? Were not there not the fires of "Swing" burning throughout the country? Were not men burning corn and haystacks with the view of making bread cheaper? I heard the late Charles Paget say that he had counted from the gate of his own house nineteen fires burning at the same time. But I will give you another testimony. I took up some time ago the "Reminiscences of a Working Man's Life," by the late Charles Knight. He was one of the workers in connection with this institution. He was the first man to found the Society for the Diffusion of Useful Knowledge. Writing in 1829, he says: "The outdoor aspect of London enjoyment at Christmas time was not unobserved by me. Honestly to speak, it was a dismal spectacle. In every broad thoroughfare, and in every close alley, there was drunkenness abroad; not shame-faced drunkenness, creeping in maudlin helplessness to its home by the side of the scolding wife, but rampant, insolent, atrocious drunkenness. No gentlewoman could pass in broad daylight, during the holiday season, along the Strand or Pall Mall—still less into the regions into which flowed all the filth of the Seven Dials." There was then no place of recreation or instruction for the working man. There was no National Gallery; no South Kensington Museum; no Bethnal Green Museum; and even the British Museum —the only one in England at that time—was always closed during the holiday season, and the gin-shop and the tap-room were the only resources of the working man. I am an eye-witness of the contrast between 1829 and 1880. I spent the whole of Boxing Day in going from museum to museum, and from art-gallery to art-gallery. I went to the Bethnal-green Museum, to the National Gallery, the South Kensington Museum, and the Indian Museum, and found them all crowded with respectable working men, their wives, and families, and although I was almost in every part of London, I saw no single case of uproarious drunkenness, and only two cases of intoxication from drink. Well, now, surely this is some sign of improvement. There is no more law-abiding people in the world than the English people, and it is surely an indication of improvement that on the rolls of the Department with which I have the honour to be connected there are now four millions of children in England and Wales, which is an increase of some 200,000 during the past year. Only let us succeed in educating one generation of English children and the rest will take care of themselves. No Government will

ever roll back that stone. You may be assured that one generation of Englishmen and Englishwomen will not allow their children to receive an inferior education. I hope and trust that we shall succeed before long in doing all that we can by these means to raise our people, to impress upon them not only the love of knowledge, but those higher moral characters which ought to characterise them. I say it frankly, that I rejoice that we have not divorced religious teaching from our schools. I rejoice that the British School system permits, and has always advocated, religious teaching as the basis of their system of elementary education. I know you will all agree with me that the highest and the noblest motives with which you can inspire a child is that the fear of the Lord is the beginning of wisdom. Well, now, I spoke to you at the outset of your not being hirelings, and that you are not tied down by a slavish code or too strictly by percentages. I know that the 300 teachers who are listening to me will catch at every word that falls from me, with a desire to put a construction upon it which perhaps is not mine. But this I do say frankly, that I and my colleagues desire for you the greatest possible freedom in your teaching. We desire to relieve you from all unnecessary routine labour; we desire that you should be, so to speak, free men and women, endeavouring to impress yourselves upon your children, educating their character as well as their intelligence; and for that reason I hope the time is not far distant when we shall make some improvement in our system which will be advantageous, not only to you, but to the children. But remember that, after all, the Department with which I am associated, and which has the control of enormous funds for educational purposes, is bound to secure results; and I hope that those results will be measured in the broadest, most liberal, and best system. I assure you that in my Department there are some able and accomplished men, and I have also in some of her Majesty's inspectors—Mr. Fitch and others—men who take the highest and most liberal view of education, and—I am sure I am speaking for them as well as myself—when I say that all that we desire is that the education given to the English people should be the best that can possibly be given by any nation, and that the results shall be such as shall be apparent to all the world. Before I sit down I want to say a word or two as to some of the things which are not in the Code, and which may never be in the Code. You may have read in the papers a description of the wonderful recuperation of France after the terrible calamity which befel her in the Franco-German War. That recuperation is due to the thrifty habits of the people. M. Gambetta said to a friend of mine a little while ago, "I believe the strength of the nation is in the thrifty habits of the French women," and I believe that is true. Now, it has been very much on my mind of late, since my friend Mr. Fawcett, the Postmaster-General, has given increased facilities for savings, whether it might not be possible for teachers, not as an obligation, but as a voluntary act, to inculcate on the minds of the children the advantages of saving, and by the use of the postage stamp system to establish a penny savings bank in every school. I hope that as you are to have a meeting this afternoon you will also consider whether you cannot do something in this way for yourselves. There is nothing so painful to me as to have to dole out at the end of the year a few small pensions to decayed teachers. I think you ought to do something for yourselves in making some provision for yourselves when the time comes that you are no longer able to follow your avocation. It is a painful thing to read of a woman who has been earning £150 for many years, and who suddenly breaks down, and who then has to state that she is destitute. It is a painful thing when I have twenty pensions to dispose of and there are 120 applications. Surely something could be done to obviate this. There are 30,000 teachers, and surely by some actuarial process you might ascertain the sum which should be paid by each in order to make a provision for superannuation and old age. I sincerely trust that you will think that it would be much better if the Government aid was given not in the way of a dole at the end of a long service to one of many applicants, but was given to supplement some fund—some effort of your own. It is a great pleasure to me to meet so many teachers who have been trained in this institution. I am an old vice-president, but there are older ones here who have done infinite service. Here are Mr. Samuel Gurney, my friend Dr. Gladstone, and others, whose names have been associated in your memory for many years, and I hope that they will long continue to be so, and that you all consider that the work you are engaged in is not for the mere pounds, shillings, and pence, that you may gain, but that you are doing something to form the character of the greatest nation upon earth.

THE TEACHERS' PROVIDENT SOCIETY.

To the Editor of the Educational Chronicle.

SIR,—In reply to a deputation from the National Union of Elementary Teachers, and subsequently in an address at the Borough Road College, the Vice-President of the Council, the Right Hon. A. J. Mundella, M.P., invited the serious attention of the profession to the subject, "Thrift," and to the great importance of teachers making some provision for themselves against times of sickness and of old age. I have since had the honour of addressing an unofficial letter to the Vice-President on the subject, and of seeing him in reference thereto. I have also received communications from several well-known educationists, and from many teachers, bearing on the question; and as the tenor of these letters shows that the work of our Provident Society is not so well known as it deserves to be, I crave space for a few remarks on what is being done by this useful but undeveloped professional agency.

It will be remembered that the National Union of Elementary Teachers had not been in existence for a year when attempts, which were ultimately successful, were made to secure retiring allowances for those teachers to whom the promise of pensions had been held out, viz., those who entered the profession before May, 1862. It will also be remembered that in 1872 a scheme put forward by Mr. Whitwell, M.P., on behalf of the Union, for the establishment of a general scheme of retiring pensions, was rejected by the teachers themselves *after* much thoughtful discussion. In 1875, pensions having been secured for a limited number of the older teachers, the Union took up in earnest the question of establishing the "Society" whose name stands at the head of this letter. At York, in 1875, a preliminary basis of the scheme was approved by Conference; and in London, in 1876, a further sanction was given to the proposal. At length, in December, 1876, a special conference was held to finally approve the scheme, and to launch it on its career of usefulness. Of the anxious deliberations, the actuarial ability, and the painstaking labour bestowed on the rules and tables of the society, I need say little, except that they have been amply compensated by the growing approval which is now bestowed upon the regulations of the society by those who take the trouble and are competent to investigate them. The society was registered as a friendly society in April, 1878, and commenced actual work in 1879. Under the ordinary branch of the society the following benefits may be secured under the following tables:—

Table I. Payments in sickness.

Table II. Pensions in old age.

Table III. Pensions, with part premiums relievable in case of death before the pension becomes payable.

Table IV. and V. Small life assurances at the death of members and of member's wife or husband.

Table VI. Endowment of assurances.

Table VII. Endowments. Simple investments for a given term.

Under the deposit branch, sick pay and old age pay may be secured, while all the advantages of a savings bank are offered to members. I may say that during the first two years the deposit members have had transferred to their own fund all the amounts paid in the sick fund. I can conceive no more profitable or useful investment for teachers with small incomes than in this branch of the society.

It was hoped that the greater part of the work of the society would be carried on through and with the help of the local associations, but as yet this hope has not been fulfilled. I still, however, cling to the idea that ultimately the associations will be aroused to a more complete sense of their duty in this matter, as well as with respect to the extension of the Benevolent and Orphanage Funds.

The broader question mooted by Mr. Mundella, viz., the establishment of a fund formed by *obligatory* payments from all certificated teachers, and assisted by a Government grant, is one which requires very careful consideration, and I trust teachers will not hastily commit themselves to the principle, nor until the method of applying it is clearly defined.

The Teachers' Provident Society offers a convenient opportunity for the cultivation of "Thrift" among teachers, and the more closely its operations are known it will, I am sure, receive from the profession a more adequate support.—I am; yours, &c.

THOMAS EDMUND HELLER,
Secretary, Teachers' Provident Society.

Educational Chronicle, January 15th.

The National Schoolmaster.

SUMMARY.

THE National Union of Elementary Teachers does not seem just now in a very satisfactory condition. If the discussions of the Executive Committee are theoretical, they are generally mischievous, and have to be disavowed; if they are practical they are mostly taken up with financial embarassments. The discussion which took place on February 18th, reported in another part of the paper, is an illustration of the first of these statements. The Executive Committee have lately received a decided rebuke from the Prime Minister for their attempt to induce him to receive a deputation. "As the subject is strictly departmental," the Prime Minister remarks, "the Association should address the Lord President, or the Vice-President, with regard to it." As Richard Swiveller gradually closed up the streets by which he maintained his communication with the city, by contracting debts with the shopkeepers, so the Executive Committee are prevented for some time to come from troubling Mr. Mundella with a deputation. There remains John, Earl Spencer. But these Whig noblemen have a dry official way with them, the reverse of popular, and it is by no means probable that the President of the Council would consent to be interviewed at the present time. The Opposition leaders have much more time at their disposal, and really a very great deal of influence; so we would suggest to the Executive that they should try Lord Beaconsfield and Sir Stafford Northcote. Anything Lord Beaconsfield could say on the subject would be eagerly reported by the press, and would bring the National Union into public notice. From some remarks made by Mr. Park at the meeting of the Executive Committee on February 5th, it would seem that in the North of England the teachers are getting very apathetic with regard to the Union.

Mr. Park thought there might be some difference of opinion on subjects 2 and 3. He also stated that teachers in the North were rather indifferent as to their relation to the Union, and suggested that the Executive should spend more time in raising the educational tone of the country, and give less attention to the question of organisation. He believed it would be better to give less prominence to questions of organisation and policy.

Mr. Rankilor entirely endorsed what Mr. Park had said, but such notions appeared to him to be more poetical than practical.

Mr. Lethbridge was of opinion that more practical good would come from a good discussion in the Executive on the policy of the Union extending over several meetings than from a paper read at Conference.

Mr. Grove asked whether Mr. Park could give the reasons for the indifference in the North.

Mr. Park believed that the tone of the Executive as represented by their discussions exercised a very important influence on the associations, and members could not be too cautious in their manner of dealing with educational subjects. Local secretaries complained of the difficulty of keeping members together, and that when meetings were held they had nothing to discuss except questions of finance and funds, which were becoming a bore; they thought that if the Executive could help the younger teachers by giving them some elevated views of the profession they would be more likely to attain the ends for which the Union exists. He was merely urging upon the Executive, whose opinions had great weight, and whose position in relation to any question in connection with the Union had considerable influence, to be careful not to drag down the quality of their debate. The more they could lift it above questions of detail and the mere working of the Union, the better, in his opinion, would be the result.

Mr. Day was sure it had always been the wish of the Executive that the education of the country, the welfare of the children, and the real advancement of the profession should be the most prominent feature in their Conferences. Mr. Park's remarks seemed to assume that the Executive had dwindled down to a mere debating society for the interests of its members. In the London associations it had been found that when discussions on educational topics were proposed it was difficult to get young members to attend. Although the Executive might sketch out work to be done, it was the duty of Conference to decide on the line of policy to be pursued. He believed men in their profession were very apt to find more fault than was really necessary. The Executive had always placed the advancement of education in the country before the furtherance of their own interests.

Mr. Wells expressed his disappointment that Mr. Park had not given them some reason for the complaints he made and some idea as to how they might be prevented in the future. Mr. Park had not complained that the associations could not bring forward good subjects and work them out well, but that the attendance of members was not sufficient to satisfy him, and it was that same reason which compelled the Executive to give some prominence to organisation. He knew this subject had absorbed a good deal of attention lately, but that was in consequence of the mistake made in letting the old Organisation Committee die. The death of the Committee led to a falling off in numbers. As to the subjects for papers, he thought Mr. Park must admit that the subjects had always been of a kind well worthy of teachers generally.

Meanwhile if writing letters will save the Union, it cannot possibly perish. "Since January 1st," reports the Secretary, "over 1,170 letters have been written, in addition to the ordinary notices of meetings, postage of circulars, and other formal matters."

As the Teachers' Provident Society has been established as the means by which the teachers of the country are to obtain pensions in the future, we watch its progress with a certain amount of interest, and as its last report is not a very lengthy one, we insert it here. We should really

like to know what funds the Society would have in hand, after it had paid the claim for £114 odd, made against it by its somewhat unreasonable parent. Surely it is the duty of parents to give their offspring a start in life, without making urgent demands for repayment at inconvenient times. The Provident Society evidently seems to be of opinion that its progenitor acted in a very *improvident* manner in setting it up, and postpones payment until it receives "further information." There is a good deal of excellent comedy in all this.

THE TEACHERS' NATIONAL PROVIDENT SOCIETY.

The General Board of Management of this Society held an ordinary meeting at 7, Adam Street, Adelphi, on Friday, February the 11th, at eight o'clock, p.m. There were present Messrs. Pink (chairman), Langler (vice-chairman), Goffin, Greenwood, Huitt, Morgan, Neill, and Tomlinson. The minutes of January the 15th were read and signed, and the business arising therefrom was transacted. The Treasurer's monthly statement showed that £52 19s. 2d. had been received, and £3 7s. 3d. repaid. The Chairman of the Finance Committee reported that the books had been examined and signed as correct. An application from the Executive of the National Union of Elementary Teachers for the following amounts was considered: Preliminary expenses, for starting the society, £114 18s. 8d.; share of rent, fuel, and gas from January 1st, 1879, to September 29th, 1880, £7; and charge for printing report, &c., of Provident, in the annual report of the National Union of Elementary Teachers, £4. A cheque was ordered to be drawn to satisfy the claim for rent and printing, but a considerable discussion arose on that for preliminary expenses. It was resolved to defer this point for further information. A vote of thanks to the Chairman brought the meeting to a close.

Another mode of propping up the Union has been discovered by getting some great man to help at the proceedings of the Conference by reading a paper:—

"The committee suggest that at least one of the papers to be read at Conference should be by some eminent educationalist outside the teaching profession. They suggest that Mr. Matthew Arnold, Sir John Lubbock, and Sir Ughtred Kay-Shuttleworth should be asked to write papers for the Conference. The committee also recommend that the writers of papers should be asked to permit a limited number of copies to be distributed among members of Conference on the mornings when the papers are read. (Signed) "GEO. M. E. HAMILTON, Chairman.
"THOS. E. HELLER, Secretary."

With respect to the writers of papers for Conference, it was agreed that Mr. Matthew Arnold, Sir John Lubbock, Bart., M.P., Sir U. Kay-Shuttleworth, Bart., M.P., or others should be invited to write papers. The recommendation as to printing a limited number of copies for distribution among members of Conference was not adopted.

A correspondence has been carried on in the columns of our contemporary, *The Schoolmaster*, on the important subject of pensions to teachers. Mr. J. W. Atkinson proposes the following scheme for consideration:—

I should like to ask all teachers to read carefully Macaulay's speech on education in 1847, and consider the promise then made. He says: "The schoolmaster who is a Nonconformist and the schoolmaster who is a Conformist will enjoy the same emoluments, and *will*, after the same term of service, obtain, on the same conditions, the same retiring pension."

In anticipation of this appeal for pensions I have drawn up the following scheme, in the hope that it may meet with the approval of teachers and may be acceptable to the Education Department. I would suggest—

I. *(a)* That each certificated teacher should contribute to a fund £1 for each year of service since receiving his (or her) certificate. Taking the number of certificated teachers at twenty, instead of thirty, thousand, and the average term of service five years, this would realise £100,000. *(b)* That two years should elapse before any pension be granted, and that the annual subscription to the fund be £2. This would produce £80,000. *(c)* That as the Government have virtually acknowledged their liability, we may fairly expect—after the teachers have raised such a large sum as under *(a)* and *(b)*—the Lord President to advise Her Majesty's Government to vote a sum equal to the amount the teachers would have received at £6,500 per annum, from the passing of Mr. Lowe's Code down to the time the pension minute was replaced —say twelve years. This would amount to £78,000. We should now have under I.— *(a)* £100,000; *(b)* £80,000; *(c)* £78,000; =£258,000. This sum could be invested at four per cent, and would yield two hundred pensions of £50 each.

II. *(d)* That one-half of the grants to elementary schools deducted under all articles, except for faults of registration, be set apart for pensions—say £5,000 per annum. *(e)* That the £6,500 per annum now voted for retiring allowances be continued. *(f)* That the annual subscription for each teacher continue to be £2 per annum [see I. *(b)*]. This would produce £40,000. We should now have under II.:— *(d)* £5,000, *(e)* £6,500, *(f)* £40,000=£51,500 per annum. This would produce say 1,000 pensions. Total pensions—I., 200; II., 1,000=1,200. I would also suggest that twenty-five years for masters, and twenty years for mistresses, be the term of service to become entitled to a pension. Special arrangements could be made for failure of health, &c. The above is a bold scheme, I admit; but then, if we wish the Government to help us, we must help ourselves.

The scheme would benefit all:—

1. Teachers.—Old teachers would retire and make room for younger men. 2. Young teachers would have a good guarantee that the scheme could not collapse, from the fact that the sum of £258,000 was invested in their favour. 3. Teachers of twenty or thirty years' service would have more to subscribe to the Fund I. *(a)*, but they would be the first to reap the advantage. 4. A certain percentage of the money subscribed might be returned to families in case of death; also, a portion might be voted to the "Orphanage Fund," if all the pensions were not applied for. 5. All teachers in the country would then form one grand union.

Against any such scheme as this teachers have been warned, in anticipation, by Mr. Heller, the Secretary to the Union. The mere proposing of it is a kind of high treason against the Provident Society. Another teacher, however, has the temerity to come forward, though without signing his name, and hint in the gentlest manner that the Provident Society is "liable to objections":—

"The teachers have made an effort to obtain a Provident Society for themselves, but, laudable as the arrangements of this society are, yet it is liable to objections. Amongst others I may mention:—1. It is confined to members of the N. U. E. T. 2. There is no money returnable scale were the teacher becoming unfit to continue his contribution. 3. The premiums are as high, if not higher, than any of the common insurance societies, without many of their advantages. 4. It is voluntary. A proper pension scheme for a body of professional men such as teachers must be imperative."

Another correspondent writes that he approves of the suggestion, and that it ought to be taken up by the National Union of Elementary Teachers. The officials of that body, however, will not be in a hurry to adopt it, as the "grand Union," which would be the result of the accomplishment of the scheme, would make the existence of the lesser Union a matter of little moment.

The following are the official statements on the subject of the reconstruction of the code, which we have made the text for one of our articles in this month's issue:—

HOUSE OF LORDS.—Monday, February 14.

THE EDUCATION CODE.

Lord Norton asked the Lord President of the Council when this year's edition of the Education Code would be laid on the table; and whether it would include the alterations he indicated as under his consideration last year, or some of them; and, if it is as yet only partially revised, when their lordships might expect its complete revision.

Earl Spencer said that the Code was laid on the table of their lordships' House a few days ago, and would be in their lordships' hands tomorrow or Wednesday. Last year he promised that Her Majesty's Government would consider the whole subject of the Code, but as the session of last year closed rather later, and the session of this year commenced rather earlier than usual, they had not had time to complete their inquiries. Consequently, it had been found impossible to make any great change this year, and the only alterations that had been made were such as had been rendered necessary in consequence of the provisions relating to education contained in a Factory Act passed last session. He hoped to be able, on a consideration of this important matter, to simplify the Code so as to make it more conducive to the promotion of education. The Council thought, however, that it was of great consequence to have proposed changes tested by the opinion of authorities. There were also the financial bearings of the question, on which the Treasury must be consulted. All that would take time. It was undesirable to make frequent changes in the Code, and it was advisable that as long a notice as possible should be given before the making of necessary changes. He thought it would be possible this year, in order to fulfil his promise, that a minute of the proposed changes might be laid before Parliament before the prorogation. In that way the Council might obtain before next year the advantage of the opinions of members of both Houses, and of the opinion of various bodies throughout the country who took an interest in national education.

HOUSE OF COMMONS.—Friday, February 4.

THE EDUCATION CODE.

Mr. J. Talbot asked the Vice-President of the Council when he proposed to lay the new Education Code upon the table of the House.

Mr. Mundella: The Code was laid on the table last night. It will be found that no changes have been made in it, except in the article relating to half-timers, which has been modified to meet the requirements of the Act of last year. In accordance with the promise made to Parliament last year, we have been carefully considering the Code, with a view to simplifying it and to securing the best educational results in return for the large annual grants made by the House; but, owing to the early meeting of Parliament, and to the necessity of laying the Code on the table within thirty days after its assembling, we have not been able to satisfy ourselves as to some of the important changes we are contemplating. It will be necessary, before submitting them to Parliament, to subject them to the test of experiment, and when we have satisfied ourselves, the sanction of the Treasury must be given to such changes as involve an alteration in the mode of calculating annual funds. What, therefore, we hope to do is—later in the session—to lay on the table a minute embodying the changes which we propose to introduce into the Code a year hence. This, we think, will give ample notice to those interested in the conduct and management of schools, and afford to Parliament time for consideration and discussion.

The *Educational Chronicle* in its "Chat on Educational Topics," calls attention to an extract from the *Bookseller* for February, which deserves attention, and careful investigation. The following is the paragraph alluded to:—

THE SCHOOL BOARD FOR LONDON AND THE "BOOKSELLER."

The following I extract from the *Bookseller* for February. It hits pretty hard. It is a pity that the London Board should put itself in a position, or any of its officers, to be exposed to such suspicions and such charges. I see no way out of the difficulty except by leaving the teachers absolutely free in the choice of school books. There could be no harm in making a trial of this plan. "The master of a Board school recently purchased at one of the Row houses several dozen copies of a book published by them for the use of his school. The event was so unusual that he was invited to explain, and it then appeared that the book in question was invariably struck off the requisition list by the inspector, although formally adopted by the Board. The schoolmaster conscientiously believed the book to be necessary, and as he could obtain it in no other way, paid for the supply himself, rather than his school should suffer. Such zeal is not to be expected in every case, but the occurrence illustrates the manner in which some inspectors perform their duties. It may be simple perversity in an inspector to strike out certain items in a requisition list whenever they appear, but the current opinion in such cases is that inspectors are bribed to favour some books in preference to others. There is no use in mincing terms—it is believed that inspectors are bribed, and circumstances frequently justify the belief. In most cases doubtless the bribery is indirect, but it is bribery notwithstanding."

We cut the following extract from the *Schoolmaster* of February 12th, illustrating as it does the fact that at present there are more certificated schoolmasters than there are appointments for them to fill:—

That the teachers' market is overstocked appears to be striking outsiders with surprise. We have received the following from a rev. canon of the Church, and we are sorry to tell him that his story is not a rare one:—"It may be useful for those of your readers who are schoolmasters, or for such as are contemplating adopting their profession, to know there is apparently a great glut in the market just now. I base this assertion upon the fact that I lately had occasion to advertise for a schoolmaster in your journal, and I received 108 applications. It is true the large majority of them were from students just leaving college; but, if there had been a brisk demand for teachers, a large percentage of such students would have been engaged before they left training. I was surprised, however, that some score or more experienced and very eligible masters applied for my vacancy, which does not hold out a very lucrative position, or possess any peculiar attractions in the way of stipend. I should have thought the reverse." Our correspondent may be surprised that "very eligible masters" should have applied for a place which he himself considers to be the reverse of attractive; but men who are out of work must seek the best available field for their labour, and rest content with the day of small things.

We have alluded to the obstruction lately practised at the London School Board in an article on the School Boards for the month. After Mr. Buxton had placed his resolutions on the agenda paper he received a characteristic letter from Mr. Bonnewell, the chief obstructionist, from which the following passages are extracts:—

I read with much surprise the motions standing in your name on the paper of business for to-morrow, for the alterations of "Rules and Regulations," which in my opinion are so subversive to the freedom of speech and action of the independent members of the Board, that I take the earliest opportunity of expressing my views thereon. I am aware that as the Board is at present constituted, it is possible that the majority will support you, and that owing to the "Imperium in Imperio" system of selecting new members the ratepayers have but little opportunity of expressing their opinions on "the policy of the Board," except by such indirect means as the response they have made to the appeal for funds for a memorial to your late worthy predecessor, and by systematically ignoring the existence of the Board upon these occasions of social festivity when other public bodies are sometimes referred to in terms of approval. I

have no wish or desire to allude to my personal position as a member of the Board, but I cannot forget that I was returned by the spontaneous efforts of my friends, at an expense of little more than £50, by an overwhelming majority over one of the most redoubtable advocates of "the policy of the Board," and that the constituency I represent contributes about an eighth of the entire funds expended by the Board. . . . . I feel I should not be doing my duty to them, and to the principles of liberty we so dearly cherish, if I did not offer your proposals my most strenuous and determined opposition. Assuming for the moment they were carried, I would respectfully ask you how you propose to carry them out. I am not aware that I have taken my oath of obedience to the supremacy of the Chair, neither that it possesses any powers of "Star Chamber," "Clock Tower," or "Sergeant-at-Arms," to enforce its authority, which I for one, until the ratepayers have had an opportunity of expressing their views, shall most decidedly decline to bow to. I should much regret if this should lead to scenes we sometimes read of in other places, but I shall not hesitate to incur the obloquy, if such it be, of resisting the opinion of a tyrant majority, exercised in a most tyrannous manner.

REVIEWS.

Murby's Imperial Grammar, for the Code of 1880. Standards III., IV., V. and VI.

THESE little books are ably drawn up, and in every way suitable for the purpose for which they are compiled. The explanations are given with great clearness and simplicity, and there are numerous exercises for the pupil to work.

Moffatt's Threepenny Atlas. Moffatt and Paige.

THIS little work contains sixteen coloured maps, of about the same size as a leaf in an ordinary copybook. The maps are simply and effectively drawn, only a few names being inserted, and in this way are very suitable for boys and girls beginning the study of geography. There is a diagram of geographical terms on one of the sides of the cover that will also be found useful.

Historical Readers. Part I. and II. (Collins' School Series.)

THE narrative of English History is told in these Readers in an eminently readable manner. The subject matter is broken up into manageable paragraphs, with a descriptive heading to each, and at the end of the chapters there are lists of questions, dates, and geographical tables. The books are rendered more attractive by some very useful illustrations, and a good coloured map is given in each work. The first Reader extends from Cæsar's invasion to the death of Stephen; the second from that period to the Battle of Bosworth. The chapters on the social life of the different periods are very well written.

John Heywood's First Grade Free-hand Drawing Test Examination Papers.

THERE are in this packet eight sets of six examples, being 48 papers in all. These papers are of the same size as those set at the examinations of the Science and Art Department, and each paper is drawn up on the system which is there adopted. The advantage of previous practice on a set of test papers of this kind is that the pupils are not puzzled or perplexed by the strangeness of the work in which they are engaged when the examination commences. The examples are very simple and suitable, and of various grades of difficulty.

A Chronological Analysis of the Principal Events in English History. By Joseph Peers. Manchester: John Heywood.

IN this analysis, which is an unusually full one, the compiler gives the usual particulars concerning the different kings, with an unusually full list of literary men. These latter are divided into poets and dramatists, historians, theologians, and miscellaneous

writers, and there is a space left at the end of the line for other eminent men. To persons preparing for an examination, a book like this will be of great use, as containing in a short compass all the events in any reign necessary to commit to memory. At the end of the work there are full genealogies of the different English dynasties, drawn up in an admirable, clear, and complete manner.

John Heywood's Young Pupil's Historical Remembrancer. In Three Packets.

THE first of these packets deals with the history of England before the Conquest; the second from the Norman Conquest to the death of Richard III.; and the third from that event to the present time. In each packet there are twelve copies of one and the same card. The first card gives a brief description of the British, Roman, and Saxon periods in Britain, and a table of the kings from Egbert to Harold, containing dates of accession and death, length of reign, and cause of death. On the reverse side of the card there is a catalogue of memorable events, and a rhyming description of the kings mentioned in the table. In the second card one side is taken up with a table of the kings from the Conqueror to Richard III., distinguishing the various dynasties, and giving dates of birth, accession, and death, to whom married, cause and place of death, age at death, and length of reign. On the other side of the card we have a brief summary of the principal events in each reign. The same order is followed in the third card, which brings the history down to the present time. We have no doubt that these cards will be useful in many ways. A single packet of them will give profitable employment to a class of a dozen children, or, letting each child look over its neighbour, to double the number. The object aimed at is getting the backbone of the history thoroughly into the minds of the children, and nothing will stand the test of an examination until this is done. Children themselves like it when it is put before them in the proper way. They feel a pleasure in the possession of the power to fix any reign in its proper chronological place, and to call up the great events by which it was distinguished. When this elementary stage is completed, then reading histories become useful and profitable; without it there is no order or method—all is chaos and confusion. We have great pleasure in recommending these useful historical cards.

Physiology of Every Day Life. A Lecture by J. F. M. Harris Stone, M.A. London: Marcus Ward & Co.

THIS lecture is exceedingly readable, and has in it some very valuable observations. Mr. Stone, in his introduction, alludes to the superiority of the ancient nations, in the matter of physical health. His paper becomes more practically useful where he leaves general remarks and comes to particulars. Here is a noticeable observation on the necessity of replacing lost teeth:—

"Through hot drinks, and from other causes we cannot now mention, teeth in course of generations have degenerated, and are not so good as they ought to be. If teeth are lost, either the front cutting ones, or the back crushing ones, the vacancies should be at once filled. Mechanical dentists have become so skilful that I believe the great longevity of these days to be largely due to the exact manner in which they provide substitutes for the natural teeth. A person who allows gaps to remain where teeth have been, will most certainly suffer in the long run. Each tooth has its work, and for any work left undone the body suffers."

This extract will give our readers an example of the kind of matter with which this lecture is full. A few pages on we have another remark worth quoting, where Mr. Stone says, "It may be consolatory for certain persons to know that experience shows that people with weak digestion often live on till old age, while those of robust constitution, who think that they are able with perfect impunity to neglect the laws of health, die at much earlier ages." Mr. Stone is inclined to follow the lead of Dr. Richardson in dealing with alcoholic liquors. "I must honestly say," he remarks, "that I am not aware of even one physiological advantage which alcohol effects in the body," and a few lines further on he dismisses the point by stating his belief that "Most people would find their health decidedly benefitted by doing with less alcoholic drinks." Mr. Stone deprecates the excessive use of tea, which he says, "Stimulates and refreshes, though in some unknown manner it is believed to prevent the waste of tissue." He thinks "the beneficial results we hear so often attributed to this

beverage should more truthfully be put down to the milk and sugar which are taken with it," and afterwards goes on to say that the almost universal use of tea or its substitutes "seems to point to deep underlying needs for their use we know little or nothing about." All that he deprecates is "the excessive use of the beverage which in this country has become an abuse." Leaving this subject Mr. Stone goes on to protest against "the tight-fitting costumes which are so much worn." He afterwards insists on the necessity for thorough ventilation and an abundant supply of fresh air. Incidentally, he remarks, "The nose is Nature's natural warming box and equaliser of temperature between the outside air and our lungs, but unfortunately we don't make half enough use of it." Again, he points out, "For young people there is no occupation more healthy for their lungs than singing." What Mr. Stone says on the two remaining branches of his subject, the necessity for keeping the skin clean, and on the subject of marriage, is put in the same clear and practical manner. He thinks cousins ought not to marry, and hints that the scientific men will be able in a few years to produce "Remedies for much of the prevalent madness." We have said enough about this little pamphlet for our readers to see that it is a book well worth getting, and reading through sentence by sentence. A sixpence spent on a book of this kind may save pounds in doctor's bills.

THE REVISION OF THE CODE.

OUR article on this subject might fittingly be as brief as the celebrated chapter on "Snakes in Iceland," which only contained the simple statement, "There are no snakes in Iceland." Practically there is no revision of the Code this year. As we anticipated, the debates on Irish questions have so taken up the time of the House of Commons that it has not been able to consider the knotty question of a re-construction of the Educational Code, within a month of the meeting of Parliament. But, it appears, for all that the Code is to be re-constructed later on in the year, and the revised minute laid on the tables of the Houses of Parliament. But before coming to Parliament, the reconstructed Code is to be submitted to the late Secretary of the Education Department, who now holds the important office of Permanent Secretary to the Treasury. That experienced eye will be able to detect which way financially the new arrangements will tend, and of one thing we may be well assured; they will not pass the ordeal of his inspection and sanction, with any tendency to even the slightest increase of the present Government votes for elementary education. This is a matter virtually affecting the interests of certificated teachers. It is something for a class to know when it is well off; and, compared with the state of things existing ten or twenty years ago, teachers are at present fairly well off. But the fussy activity of the National Union of Elementary Teachers is not able to let well alone. They must wake up the sleeping dog at the Treasury, who, under the late Administration, has already begun to growl; they must organise a deputation to go to Mr. Mundella demanding a reconstruction of the Code. According to the latest official intelligence they will have their reward. The same fussy activity will

be brought into play when the new Code is issued, by organising deputations to the Vice-President to protest against its injurious provisions, and teachers will be called upon to loudly thank God, for the inestimable benefit of an organisation, which is equally active and energetic in bringing on a calamity, and opposing it when it is brought on. Our readers may set us down for false prophets if our prediction is proved false; but we shall be very much mistaken indeed if it is not found that the new provisions of the Code will so work as to reduce the present amount of the Government grant to schools. What this means our readers know better than we can tell them. It means a reduction in the stipend of every teacher in a voluntary school, and of the majority of the teachers in the Board Schools. But, it may be urged in reply, the forces opposed to the Government will be too powerful to submit to any injustice; the School boards and voluntary managers, aided by the National Union and its deputations, will force Mr. Lingen and the Treasury officials to give way. It may be so, but as the French proverb has it, "We shall see what we shall see." It will be a very difficult matter to draw the line so finely that the grant under the new system will be precisely the same as it is under the present system. And, of course, it is possible that Mr. Lingen and Mr. Gladstone will sanction the provisions, which will tend very slightly to an increase in the Government grant. We say it is *possible;* but our readers themselves will be able to judge of its *probability.* Perhaps there is no man in England, not even the present Secretary of the Education Department, more thoroughly versed in the statistics of education and educational finance than Mr. Lingen. If the Treasury consents to provisions which will have the effect of increasing the Government grant, it will take the step with its eyes open; and it is extremely unlikely to take any such step at all. What it will probably attempt is to concede a good deal to teachers in the way of sentimental changes, taking care that in operation they will effect, *or give the power of effecting*, a substantial decrease in the Government grant. At present the inspector has no power at all of reducing the grant by direct means. He examines the scholars, and according to his examination the grant is paid. If a mandate were issued from the Education Department that the examination must be more severe, as the grant was too high, such a policy would act as a direct hindrance to the labour market, and a distinct injustice to the labouring classes. If a system of payment could be devised by which the grant to a school would not depend on the numerical results of the examination, it would be possible to lessen the Government charges for education, without

coming in conflict with the interests of the working classes. And Mr. Mundella would have abundant evidence to warrant him in asserting, when introducing any such change, that he did so at the distinct invitation of the representatives of the elementary teachers.

We think we have said enough on this matter to place our readers on their guard against supposing that the new Educational Minute will be of any benefit to themselves personally. It will, if we mistake not, place them more at the mercy of the inspectors than they are at present, and produce greater inequalities (why should we not say "iniquities?") in the matter of the examinations than those which exist already. The pill will be sugar-coated; the changes will be introduced in response to the clamour of their own representatives. As King Log is so very objectionable as a ruler that a deputation should be sent to Mr. Mundella to protest against him, King Stork will be sent to rule in his stead. If he should be protested against, too, the Department will appeal to the public, and say, "How can we satisfy these unreasonable certificated teachers? They complain of the individual examination, and we give them an examination by classes. No sooner have we granted them their desire than they proclaim loudly that they would have preferred remaining under the previous system." One of the ancient fathers said he never knew any good that came from an assembly of bishops. We think schoolmasters and schoolmistresses, in the bitterness of their souls, will soon be ready to exclaim that no good has ever come to them from an assembly of teachers.

THE BLUE BOOK FOR 1880.

(Sixth Article.)

THE Rev. G. R. Moncrieff inspects schools in the Bristol district. He commences his report by a generous tribute to the worth of his deceased colleague, Mr. Woodd:—

> My first word must be one of very sincere regret for the death of my esteemed colleague, Mr. Woodd. A more genial and pleasant fellow-worker I could not wish for, nor one who threw himself more heartily into the work, or took more pains to give true and searching reports. Ill-health had latterly prevented him from doing all he wished to do; but he struggled on—too long, probably, for his own good—till at last the end came suddenly. In my own name, and that of my assistants, I am glad to be able to pay this tribute to his memory; and I think I may add, on behalf of the managers and teachers of the district, that they all remember gratefully his friendly and courteous bearing, and his extreme kindness to the children.

Speaking of Standard work, he expresses the opinion that the Standard arrangement above Standard III. is altogether mischievous—fruitful in unsound teaching, and barren of good results.

> The one opinion which strengthens with every year's experience is, that the Standard arrangement above Standard III. is altogether mischievous—fruitful in

unsound teaching, and barren of good results. Mix up an average 4th or 5th Standard together, examine them freely up to the point to which the instruction of the former has been carried—omitting, that is, some particular rules in arithmetic—and it would surprise me if there was not a fair proportion of the 4th who would rank in all respects above many of the 5th. If this be true, we are compelling teachers to invert the proper order of place, and put second-class boys above some who fairly belong to the first, and also to teach in one stiff groove, incapable of adaptation to special wants. So long as standards remain, I do not wish to see any change in Art. 28. Let us abide by what we know. Only, as I have more than once said, the arithmetic for 6th Standard girls might with advantage be made easier.

Mr. Moncrieff writes in a sensible and considerate manner, and closes his report in a few pathetic words, with which every one will sympathise.

After nearly 30 years of service, one must needs feel, with each report, that it may possibly be the last! It is a pleasure to look back and consider how much has been achieved in those 30 years; how the dreams of 30 years ago are the facts of to-day; how many doubts and difficulties have vanished; and how hopeful, with all remaining imperfections, is the prospect now, compared with that of 1850!

Mr. Oakeley inspects schools in the Manchester district. He has a sensible paragraph on the subject of trained teachers, compared with those who have not been to a training college:—

I was surprised to find how large the proportion of untrained teachers is in this district, viz., 35 per cent of the whole number. There is a disinclination on the part of the pupil-teachers to go to the training college. Some of the causes seem to be (1) a desire to earn money at once as assistant teachers; (2) there is, strange to say, no training college in this great city; (3) some influential school managers consider untrained to be as good as trained teachers, and are a little prejudiced against the colleges. They point to the fact that the teachers of some of the best schools in Manchester were never trained. I am, however, quite sure that, on the whole, the trained teachers are the best; in fact, it would indeed be strange were it otherwise. I therefore very much regret that so few pupil-teachers complete their course by the two years' training.

Mr. Oakeley is fond of comparing educational matters in Manchester with what he had formerly been accustomed to see in Durham. He says the Manchester pupil-teachers do not draw so well as the Durham pupil-teachers. "Much time is wasted in the useless art of representing mountains by curious diagrams like fish-bones." Mr. Oakeley should not be angry with the poor teachers: he should write to the inventor of the system, whose books and maps are published by Mr. Stanford, and expostulate with him on the matter. The succeeding paragraph to this, however, we gladly quote, for it shows that the inspector has a kindly sympathy for these young people, whose work is certainly hard and by no means inspiriting.

The pupil-teachers are remarkably well behaved, but I have sometimes been sorry to notice depressed and careworn expressions on their faces. In many schools the pupil-teachers are overworked, the staff being inadequate to the present requirements. High stools should be provided, so that the girls may occasionally rest, which would not in any way affect the command of the class. To stand for five or six hours daily, which many have to do, would severely try the strength of most persons. I do not think that managers in all cases take sufficient interest in the welfare of their pupil-teachers: sometimes they have scarcely seemed to know their names. In Durham, as well as in several schools in Manchester, I have often seen how good are the effects of a kindly interest and sympathy on the part of the managers, and how gratefully this has been received.

Mr. Oakeley, besides inspecting schools in Manchester, has under his charge the schools in the Isle of Man, of which he does not give a very favourable account. The last paragraph of his report sums up his impressions of the educational condition of the island—

The children in this beautiful island are very healthy and remarkably handsome, and their accent is at least as pure as in any part of England with which I am acquainted. Several of the teachers work hard and well, and are extremely anxious to improve their schools. I could mention three or four schools which are thoroughly good, but the attendance in most cases is so irregular that it is extremely difficult to obtain good results.

Mr. Pennethorne inspects schools in the Northumberland district. He has a thoughtfully-written paragraph in his report, entitled "Class of Children in Board Schools." It is a question to which an authoritative answer must soon be given, and it will be a difficult matter to exclude the children of ratepayers from rate-supported schools. "Yes," says Mr. Pennethorne, "but these schools are supported by the Government grant as well as the rates, and Parliament has not yet decided to contribute towards the education of the middle classes."

The class of children which should be admitted into board schools is a subject upon which different opinions are held. The estimate made of the population in a place includes only those who are likely to send their children to elementary schools. If, therefore, a higher class send their children, it is obvious that in case of regular attendance there will not be room for both. Which class will suffer? The lower, because the teacher will see that they will not bring the same credit to the school, and in the teacher is vested the power of admitting or rejecting children. No doubt a leaven of a better class will improve a school, and so far the system has its advantages; so too the children of clerks to attornies and merchants, for instance, will have their children taught in a better manner than if they sent them to small and cheap private schools. (There were at one time in a board school the children of a doctor and a solicitor.) Again, it is said, these are children of parents who pay rates for the support of the school and therefore they cannot be excluded. This would be true if the rates alone were sufficient for the support of the school, but the Government grant paid out of the taxes is also needed, and therefore these children are educated partly at the expense of the nation, and the nation may say, "we are willing to pay to teach the rough classes, for this is a necessary policy, but we are not willing to pay for those who are capable of paying for the education of their own children." If a higher class are admitted into board schools the estimate of the number of children for whom provision is to be made should be one-fifth of the entire population and not one-fifth of certain classes only of the population.

Speaking of discipline, Mr. Pennethorne remarks, "the power to deduct a shilling per head for faults of discipline is a great boon to our Inspector." He would have been more accurate if he had said "to some Inspectors," for we believe the majority of them would not regard it as a boon. Mr. Pennethorne is very suspicious. "Under cover of the noise," he says, "any number of questions as to tables of weights and measures, &c., might be asked and answered without detection." But we must give this part of Mr. Pennethorne's report in full. Our readers will see how zealously he has set himself to "put down" all nefarious practices. His soul is disturbed because "in some schools there is a subdued mur-

mur or hum hardly enough to demand a fine," and yet pernicious. The department should enjoin its Inspectors "to turn any child out of the school who speaks, and to refuse the grant whatever the child may have said." O terrible Mr. Pennethorne! Can it be possible that once thou has been a child thyself, since thou seemest to have not the faintest sympathy with that commonest of childish things—the disposition to babble and talk, in season and out of season? These English children are not the miserable sneaks and liars you would make them. Other Inspectors have not found them so, and surely, in your case, you are the victim of a horrible delusion. There may be much truth in what you say about dishonest attempts to obtain questions; but we have heard statements that the examinations in this district are much more stringent than in other districts, and teachers, in their perplexity and despair, may have resorted to wrong and bad methods of counteraction, which would never have been thought of if the examinations had been conducted on the ordinary scale of difficulty. That we may do Mr. Pennethorne no injustice, we subjoin the whole of his remarks on discipline that have called forth our comments:—

The improvement in the order and discipline of schools is marked, though there yet remains much to be desired. In small country schools, where the children are naturally quiet, there was not much cause for complaint, but in large schools there was often continual talking during the examination, so that it was often impossible to look upon the work of each child as the product of its individual brain. Under cover of the noise any number of questions as to tables of weights and measures, &c., might be asked and answered without detection. This state of things is greatly improved, and the power now to deduct 1s. per head for faults of discipline is a great boon to an Inspector. But there is still much copying and assistance given. With every effort, and keeping my eye on every part of the room, I cannot entirely put this down. It is done too quietly in country as well as town schools; and, unless habits of honour are inculcated, cannot be entirely checked in a large school. Nor are habits of honour likely to be inculcated by such masters as falsify their registers. I have found boys with tables of the weights and measures on their knees, Euclids and algebras in their pockets, at which they took surreptitious glances. Assistant teachers and pupil-teachers will sometimes be left standing in front of a class, and I have seen from the other end of the room children assisting each other under their very eyes, and no attempt made to check them. Naturally each teacher wishes his or her class to do well, and in too many cases is not sufficiently honourable to care by what means this result is obtained. There are not many schools where I should feel comfortable if I withdrew my attention entirely from the children, much less left the room during an examination. Desks should be on the same level. It is really quite as easy for a teacher who is standing to give oral lessons to children who are sitting, as if the desks were on tiers. He has merely to place his blackboard or map higher on the easel, or to teach on the gallery of a classroom; but where arithmetic is worked, or dictation, if desks are placed in tiers, copying is so easy from behind that it is not fair to place the temptation in a child's way. No word should be spoken in an examination, and yet in some schools there is a subdued murmur or hum, hardly enough to demand a fine, and yet, under cover of which, much assistance might be asked and given. I think the only plan would be that an Inspector should be enjoined to turn any child out of the school who speaks, and to refuse the grant, whatever the child may have said, otherwise the Government is defrauded. Out of school the sums I have set in one school have been conveyed to others. It has been known that while I have been in one school, the master of another has sent in secretly for a copy of the sums set to the higher standards, that he might work them with his scholars before I came the next day. I do not allow any slate uncleaned to pass out of school, or any piece of scrap paper to remain untorn or unburnt. Unless, however, the head teacher assist me, I cannot hope entirely to do away with these attempts to obtain an undeserved grant.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, on January 27th, it was agreed to appoint a seventh inspector, at a stipend of £300 a year and £50 for travelling expenses. Miss Taylor then moved that this additional inspector should be a "female," to which an amendment was proposed, "that the office of Board Inspector be open to qualified applicants without distinction of sex." At the adjourned discussion of the question, on February 3rd, this amendment was only negatived by the narrow majority of two, there being 16 votes for it and 18 against it. It was finally resolved to refer the matter to the School Management Committee, with instructions to report upon it to the Board.

At the meeting on February 3rd, Mr. Heller moved that the following resolution on corporal punishment should be rescinded:—

Corporal punishment must not be inflicted during school hours. The name of any child to be punished shall be put down, and the cases of corporal punishment be dealt with at a particular time set apart for the purpose. Head teachers may inflict immediate corporal punishment in exceptional cases, which, in their judgment, require such a course; but a special report of each case must be made by them in the punishment book, giving in full the reasons for departing from the ordinary rule of the Board.

The discussion that followed was somewhat noticeable on account of the speech delivered by Dr. Richardson against the motion, an abstract of which we doubt not our readers would like to look through:—

Dr. Benjamin Ward Richardson seconded, with much pleasure, Miss Taylor's motion. He looked upon this question without any kind of bias. He would not deal with the question on the ground of sympathy. He would look at the matter from the purely rational point of view. He would not give increased power to the schoolmaster, because he was a physician, and because he was a member of the Board. He was opposed to the infliction of corporal punishment on the young because he knew that it was an absolute injustice; because it was a mode of treatment which never could be carried out with justice.

The Rev. John Coxhead submitted that by discussing the general question of corporal punishment, Dr. Richardson was travelling out of the comparatively narrow question of the rescinding of the Board's resolutions. Subsequently the Rev. H. D. Pearson, and afterwards Mr. Bonnewell raised the same point.

The Vice-Chairman held that Dr. Richardson was entitled by the usages of the Board to so much license in dealing with the subject.

Dr. Richardson proceeded to contend that nothing could make these punishments just, because the children were so differently constituted. To some children it was a greater punishment to see another child punished than that which was inflicted on the victim. He could go into a school and determine from the countenances of the children what would be the effect of the punishment. A grey or blue-eyed, brisk child, with reddish hair, would go up quicky and receive its punishment, and cry out for a moment, and very soon forget it, and commit the same fault. The dark, bilious child would accept the punishment, reason upon it, hate the teacher, and remember the infliction for a very long time. The lymphatic and nervous child would suffer so acutely that the slightest injury might have an effect upon him for life. It was sometimes contended that the results of punishment were slight; but he had himself seen two children die from the effects of a box on the ear. Miss Taylor had spoken of cases of punishment consequent on the fact that children had defective sight. He had a case within his experience within the last six months of a boy who was severely and systematically punished for stupidity and inattention, which he afterwards proved to

have been caused by a deficiency of hearing on one side. And the effect of the practice of corporal punishment was bad on the teachers themselves. If he were a teacher, he would pray this Board to take away the power of inflicting corporal punishment. There was something in the obstinacy of the child which made the teacher desire to punish him; and if the least latitude was given to that desire, the habit of irritation, and of giving way to irritation, grew apace, until he lost due and proper control over himself. If there were no restriction upon the teacher, either by the regulations of this or by other influences, our police courts would be filled with cases of assaults upon children in school. Therefore, for the sake of the schoolmasters themselves, he would pray that there should be no further power given to them. One speaker had quoted the proverb "Spare the rod and spoil the child." He would like to reverse the terms of that proverb and say "Spoil the rod and spare the child." (Laughter.) That was a proverb more in accordance with the spirit of these days.

The adjourned discussion was not resumed at either of the two following meetings of the Board, but there is not the faintest prospect of Mr. Heller's motion being carried. As Dr. Richardson remarked, "the spirit of these days" is against it. This meeting is remarkable as being the first meeting of the London Board at which the new Parliamentary device of obstruction was put in operation. There was a debate on the report of the committee with regard to the accident to the *Shaftesbury* in the late storm, at which the conduct of the captain was commended, and a gratuity of £5 recommended to be given to one of the seamen for risking his life to save the property of the Board. The following extract from the *School Board Chronicle* gives that part of the discussion which refers to the rise of obstruction :—

Mr. Sydney Buxton rose on a point of order. He had overheard Mr. J. J. Jones say that he meant to divide the Board fifty times, and perhaps keep them there all night.

The Chairman pointed out to Mr. Jones that if he had made use of the expression imputed to him, it was a threat of deliberate obstruction, and Mr. Jones would owe an apology to the Board.

Mr. Edward Jones moved, Mr. Bonnewell seconded, and Mr. J. J. Jones, speaking at considerable length, supported the adjournment of the Board. The motion was lost by twenty votes against four.

The resolution of thanks to Captain Scriven was then agreed to.

On the motion to award £5 to Mr. Kellow, Mr. Scrutton explained the act of bravery which it was proposed to recognise.

Mr. Bonnewell opposed. He thought it was part and parcel of his contract that this man should risk his life if necessary. If he lost his life it would be more of a loss to him than to the Board. He did not think the reward was deserved. He thought it a most contemptible——

The Chairman said he could not hear an act of bravery referred to in such terms.

Mr. J. J. Jones then rose to move an amendment, and all the members, with the exception of Mr. Scrutton and a few others, left the room.

Mr. Sydney Buxton called attention to the fact that there was no quorum.

The Chairman stated that it was necessary to wait five minutes before declaring the meeting at an end.

After about three minutes about fifteen or twenty members re-entered the room, and Mr. Jones proceeded with his speech.

The recommendation was ultimately adopted by nineteen votes against three.

On the next recommendation being moved, Mr. Jones moved the adjournment of the debate.

Sir Kay-Shuttleworth called the attention of the chairman to the wilful and persistent obstruction of Mr. J. J. Jones and two or three other members.

On this and the following recommendations several amendments were moved by Mr. J. J. Jones and Mr. Bonnewell for the adjournment of the debate and for alterations in the report.

Sir Kay-Shuttleworth again called the attention of the Chairman to the wilful obstruction of two members.

The Chairman said he had no power in the matter, and remarked that it was advisable that the Board should take measures to place greater power in the hands of their Chairman.

The remaining clauses were ultimately adopted.

At the meeting on February 10th, the Chairman moved four resolutions to prevent obstruction of business at the Board, which were carried after a debate of seven hours. These resolutions place a check on the introduction of motions to rescind resolutions already passed, upon motions for the adjournment of the Board and the adjournment of debates, and invest the Chairman with power to silence any member who after two warnings shall be guilty of the offence of disregarding the authority of the chair. There were several passages of arms during this debate between the obstructionists and the Chairman, the most lively occuring between the Chairman and Miss Taylor. The following episodes took place :—

The Chairman said he must call Miss Taylor to order. She was travelling outside the limits of her amendment.

Miss Taylor : You are not the Speaker of the House of Commons, Sir.

The Chairman : It is true that I am not the Speaker of the House of Commons, but I am chairman of this Board, and don't profess to be more.

Again, on Miss Taylor complaining that the same measure that was meted out to one section of the Board was not dealt to the other, the Chairman interposed.

The Chairman said he must ask Miss Taylor to withdraw such imputations.

Miss Taylor : If they are out of order, I do ; if not, I don't.

The Chairman : It is not usual at this Board to move that the words uttered by a member be taken down, but ——

The Hon. E. L. Stanley, M.P., said he was sure the Board would receive the remark of Miss Taylor with silent contempt.

At the meeting of the Board on February 17th, Mr. Freeman moved the budget for the year. He said that the debt of the Board at the end of the present year would amount to £4,000,000 in round numbers. The payment of a fiftieth part of the principal, together with interest on the whole, would be over £200,000. The other items of expense are : Enforcement of bye-laws, £31,000; alterations to buildings, £25,000; office expenses, £21,000; legal expenses, £3,250; industrial schools, £37,700; and maintenance of schools, £400,200—amounting to a total of nearly £725,000. Mr. Bonnewell moved, as an amendment, that this sum be reduced by £60,000, and Miss Taylor seconded the motion. The amendment was rejected by 30 votes to 4. Another amendment of a similar kind was rejected and the original resolution agreed to. A series of motions, to insert on the minutes of the Board protests from various

members against the resolutions limiting the rights of members, agreed upon at the last meeting, were then read, and the consideration of them adjourned until a future occasion. On the motion of Mr. Bonnewell, it was agreed that counsel's opinion should be taken as to the legality of the motion passed at the last meeting of the Board with regard to rescinding motions. Mr. Bonnewell also said that if, in the heat of debate at the last meeting, he had said anything which could be considered, in the remotest degree, personally offensive to the Chairman, he begged to offer his apology.

We cut the following paragraph from a recent report of the Newcastle-on-Tyne Board :—

BOARD INSPECTOR OF SCHOOLS.

Mr. William Breakwell, Wolverhampton, head master of St. Peter's College Church school, and undergraduate of London University, was appointed inspector of schools to the Board. The applicants comprised a barrister-at-law, 2 solicitors, 2 clerks in holy orders, 2 army captains, 3 clerks of School Boards, 3 School Board school inspectors, 2 H.M. inspectors' assistants, 40 university graduates and 49 certificated teachers.

One of the members of the Bristol Board has discovered an effective method of increasing the attendance of the children. Without adopting the method of some railway companies, and placarding on the school walls that John Jones was fined five shillings and costs for neglecting to send his son William to school, the rev. gentleman has discovered that a modification of this plan would have a deterrent effect. If the Board could only get the editors of the papers to give a separate report of each case, instead of a few lines, generally describing a series of cases, the publication of the names would excite a feeling of shame, and would expose the fellow-workman to the taunts and jeers of his associates. The clerk was instructed to write to the editors, requesting them to co-operate with the Board in this manner :—

NEWSPAPER REPORTS OF SUMMONS CASES.

The Rev. U. R. Thomas drew the attention of the Board to one of the ways in which he considered the children's attendances might be increased. It seemed to him that the influence of the summons did not lie in the amount of fine that might be levied upon the parent, but rather in the sense of shame in the parent that might be appealed to by the decision of the magistrate, and unless the reports of the cases, or at all events a separate record of each case, appeared in the newspapers, that influence was altogether lost. He had known instances in which working men had felt the influence of a newspaper report far beyond that of a fine, and through the taunts of their fellow working men had sent their children to school.

The Clerk was instructed to write to the newspapers, asking them to record each summons case separately.

The Hull School Board has been condemned to pay damages to a child in one of their schools, for injuries inflicted on him by a pupil-teacher in their employment. The following letter from the solicitor to the Board will give a general outline of the case, which is a somewhat remarkable one :—

The Recorder, on Saturday last, delivered judgment in this action, giving a verdict for plaintiff for £100 and costs. The judgment was a disappointing one, inasmuch as the Recorder did not review the cases and arguments which had been advanced on behalf of the Board, and which, from the time he took to consider his judgment, it is evident he must have found very difficult to deal with. Nor did he expressly decide the question whether the infliction of corporal punishment is within the scope of employment of a pupil-teacher, so that the present case affords comparatively little to guide the action of the Board in any similar case which may arise in the future. It is very unfortunate, therefore, that there is no appeal from the decision of the learned Recorder, and it is to be hoped that the very important points raised in this action may be brought before some other tribunal whose decisions can be renewed by a Court of Appeal. The Recorder appended to his judgment a recommendation that the damages awarded should be invested for the benefit of the infant plaintiff. His Honour had, however, no power to make an order to that effect, and there appears to exist no means of carrying his recommendation into effect except by agreement with plaintiff's solicitors. If I have the permission of the Property Committee, I will apply to them with a view of seeing how far they are disposed to assist in carrying out the Recorder's wish in the matter.

The plaintiff's costs in this action have been taxed and allowed by the Town Clerk at £49 19s. 9d., making a total of judgment debt and costs £149 19s. 9d.. I shall be glad to receive your instructions as to settlement. My own costs in the matter are in the hands of the Clerk of the Peace for taxation.

The committee recommended the Board to draw a cheque to the order of the Board's solicitor for £149 19s. 9d. in payment of the above.

The Irthlingborough Board seem to be under the impression that they can go on employing a master after his certificate has been suspended by the Education Department. The following report from the *School Board Chronicle* refers to this matter. We cannot help remarking that the Board seem far more lenient in their estimate of the teacher's offence than the Education Department :—

THE SCHOOLMASTER.

A letter from the Department was read of which the following is an extract :—

My Lords regret that in the absence of a satisfactory explanation of the charges detailed in their letter of the 11th December, they were compelled to deduct two-tenths from the grant, under Article 32 (b), and to suspend Mr. Eales' certificate for one year, from 1st January, 1881, for misregistration (Article 69). You are requested at once to inform him of this decision.

Mr. Foster proposed that Mr. Eales's engagement as schoolmaster under the Board should not terminate before the 31st of March next, provided that he attended to his duties in a satisfactory manner.

The motion was carried.

The schoolmaster was then called before the Board, and the Clerk informed him that the Board had consented to allow him to remain in his present position until the 31st March next. The Board might terminate his engagement at once, but they did not intend to do that, and they had also determined to allow him a share of the Government grant of last year amounting to £20.

The schoolmaster then withdrew.

The Norwich Board thought that when the Tory committee of council resigned, they should be enabled to have all they required from its Radical successor. But they have found the present department as firmly determined not to concede a "uniform fee" as the last department was, and, moreover, sternly determined that no time shall be wasted in discussing the matter by a deputation. The following ably drawn-up letter gives the final decision of the department on the question of the "uniform fee :"—

THE UNIFORM PENNY FEE QUESTION.

The Clerk read the following letter from the Education Department:—

Education Department, February 1st, 1881.

Sir,—My Lords do not think it would answer any purpose to have an interview with a deputation from your Board, because they consider that the proposal to charge a uniform fee of one penny in all the present Board Schools in Norwich is, on the face of it, inconsistent with the Elementary Education Act of 1870, and that their Lordships are, therefore, precluded from consenting to it. The provisions of the Elementary Education Act, 1870, relating to school fees, are contained in Sections 17 and 26. The former section requires school boards to prescribe, with the consent of the Education Department, weekly fees for children attending their schools, and gives them the power to remit the whole or any part of such fees in the case of children whose parents are unable from poverty to pay the same. The latter section enables a school board to provide a free school if they can satisfy the Education Department that, on the ground of the poverty of the inhabitants of any place in their district, it is expedient for the interests of education to do so. These two sections between them are sufficient to secure that no parent shall suffer hardship by being required to pay a higher fee than he can afford for his child's education. If the district in which a school is situated is inhabited exclusively by the very poorest, the 26th Section allows a free school to be established, or, if so extreme a remedy is not required, a uniform low fee can be prescribed. In districts inhabited by a mixed population a graduated fee can be prescribed, or a moderate fee fixed, and a poorer class provided for by total or partial remission. It is clear that the Act contemplates the school fees varying according to the ability of parents to pay, but does not permit the principle suggested by your Board that a different fee ought to be charged for the same quality of instruction. It is obviously impossible that a uniform low fee should be suitable for all the Board schools in a large town, in which there must be parents varying very much in pecuniary circumstances, although all belong to the elementary school class. My Lords are aware that the fixing of different fees for different schools, and the decision as to remitting them in particular cases, are difficult and responsible parts of the duty of a school board. But the Act clearly imposes this duty upon school boards, and this Department has no power to relieve your Board from the duty, by sanctioning a uniform fee of one penny for all the schools under your Board.—I have the honour to be, sir, your obedient servant,

P. Cumin.

S. C. Hardy, Esq., Clerk to the School Board of Norwich.

At the same meeting a resolution was read from a Ratepayers' Association, which furnishes a suggestive commentary on the unwisdom of this proposal:—

THE RATES.

The following communication was read from the Ratepayers' Association concerning the recent discussion as to the appointment of another attendance officer:—

Norwich Ratepayers' Association, January 27th, 1881.

To the Chairman, Vice-Chairman, and Members of the Norwich School Board.

Gentlemen,—We are directed by the above association, which represents many thousands of pounds of rateable value, to forward to you the following copy of a resolution which was passed at their meeting of the 24th of January, 1881.—We are, etc.,

Thomas Smith, Chairman; James Nichols, Vice-Chairman; James Dean, Hon. Sec.

Resolved,—"That this meeting fully approves the decision of the Norwich School Board, at their meeting on the 7th inst., not to appoint an additional attendance officer;" and furthermore "This meeting calls attention to the fact that our rates now amount to no less than 8s. 4d. in the pound per annum upon the assessment; and, therefore, sincerely trust that the school board will pause before inflicting any further expense, which it is possible to avoid, upon their fellow citizens."

The letter was ordered to be received.

We commented in our last number on the egregious folly of the course pursued by a small Board in Warwickshire in seeking to get rid of an obnoxious colleague by resigning in a body and requesting the Department to declare them a Board in default, and nominate their successors, excluding the objectionable person, who is the curate of the parish. As we predicted, the Department have refused to allow itself to be made the instrument of such a discreditable manœuvre. We give the latest report on the subject below:—

THE RECENT RESIGNATIONS.

The returning officer has received a requisition from the Education Department to issue notices of an election to fill four vacancies upon this Board. The election must be completed on or before the 5th of March next. From this order it appears the Education Department have refused the suggestion of the meeting of ratepayers

of the parish to declare the Board in default and appoint a new Board, and have ordered an election in the place of four members who resigned—Messrs. Ellson, Pridmore, Dawkins, and Clews, leaving the Rev. C. Paterson still a member of the Board.

It is reported that the members who recently resigned will offer themselves for re-election, and that if re-elected—a result which would, of course, carry with it the confidence of the ratepayers—they will again resign, and in this way seek to impress upon the Education Department that Mr. Paterson is inadmissible as a member of the Board.

The election will take place on the 28th inst.

The Wellingborough Board is getting a new and not very favourable insight into the character of the aggrieved parent. The aggrieved parent, wishing to prosecute a teacher for injuries inflicted on his child, goes and complains to the Board, gets the Board to examine into the case and pronounce the complaint well-founded, and with the report of the proceedings in his pocket at once sets off for a summons to the police court. The Chairman thought the aggrieved parent most unreasonable. We think a stronger term might have been used with abundant justification.

THE COMPLAINT AGAINST A TEACHER.

Mr. Jackson reported the result of the committee's inquiry into a complaint that a teacher had tied a child's arms behind it, and tied it to the form with a scarf. He said they found Mr. Hustwaite's complaint was borne out by the state of the case. The teacher (Youle) did not deny that Mr. Hustwaite's child had been treated as he had stated, and the committee talked very seriously to her and reproved her. Youle expressed her regret for what had happened, and the committee were confident that such a thing would never occur again. They were somewhat surprised that after the Board had undertaken to investigate this matter Mr. Hustwaite should proceed by law against the teacher Youle.

The Chairman said Mr. Hustwaite's conduct in that respect was most unreasonable.

NATIONAL UNION OF ELEMENTARY TEACHERS.

MEETING OF THE EXECUTIVE.

A MEETING of the Executive was held at 7, Adam Street, Adelphi, W.C., on Friday, February 18th, Mr. Rankilor in the chair.

Mr. H. Clark, pursuant to notice, moved that the following be proposed by the Executive as a new rule: "That it shall be competent for the Executive to remove from the list of the associations affiliated to the National Union of Elementary Teachers any association or district union which declines to bring its rules into accord with the rules of the National Union of Elementary Teachers." He said that of course there would be minor differences in the rules of associations and district unions with regard to matters of detail, but in the matters of principle there should be uniformity. When an association applied for affiliation, a copy of the rules was submitted, a report was brought up that the rules were in accord with the rules of the Union, and then the association was affiliated; but if the rules were not in accord with those of the Union, and the association declined to make the necessary alteration, the Executive would decline to affiliate it. After an association had been affiliated, its rules might be changed so as to be at variance with those of the Union. Recently the Executive decided to ask the associations to send annually a copy of their rules. The Executive would then be able to see whether any alteration had been made which would make them at variance with those of the Union; but it was necessary to give the Executive power to deal with such cases. At the present time the rules of some associations were known to be unsatisfactory. In some parts of the country, teachers could not join the local association if they were Nonconformists. In one district none

but communicants were eligible for membership in that branch of the N.U.E.T. In some cases honorary members were admitted who were not required to subscribe to the N.U.E.T., thus violating rule 23, which provides, "That the annual subscription to the National Union from each association shall be at the rate of not less than two shillings and sixpence per member." In his opinion new rules would be necessary to remedy some of the defects in organisation, but these would be useless unless the Executive had power to remove any associations which declined to bring their rules into accord with the general rules. He did not suppose the Executive would strike out any associations without communicating with them, and doing their utmost to induce the associations to make any necessary alterations, but the Executive should have the power to remove them as a last resource.

Mr. E. W. Moore seconded the motion. He certainly thought that the Executive had the power here referred to, but as there appeared to be some doubt on the subject it might be well to have the rule laid down.

Mr. Heller was of opinion that the Executive had no formal power either to refuse to admit an association on account of its rules, or to compel associations to change their rules; but believing that the Executive should have that power, he thought there was a necessity for some such resolution as this.

Mr. Grove moved, and Mr. Wild seconded, the following amendment: "That it shall be competent for the Executive to remove from the list of the associations affiliated to the National Union of Elementary Teachers any association or district union which, after affiliation, shall make such alterations in its rules as shall render them inconsistent with the rules of the National Union."

After a few remarks by Mr. Heller, the amendment was withdrawn.

Mr. Langler said that rule 23, taken in connection with this, had given him some anxiety, as some associations had only paid for a portion of their members.

Mr. Heller said that an infringement of the rule had never knowingly been allowed.

Mr. Rankilor said the honorary members often paid at a higher rate than the teachers, and the associations might be called upon to pay the subscription for the full number of members.

Mr. Sykes said there seemed to be a tendency in the Organisation Committee to try and make all associations agree to one particular rule. He was not sure that it would be wise to pass this resolution. He was, however, of opinion that the time had now come when the Union should be a Union of teachers, and not of teachers and managers.

The motion was carried.

Mr. H. Clark also moved the following resolution: "That the following be proposed by the Executive as a new rule—'That it shall not be competent for the Executive to affiliate an association which admits as members any but certificated teachers, or adult teachers who are, or have been, engaged in a public elementary school.'" He said that some of the local associations consisted of managers and teachers, while others admitted teachers of elementary and secondary schools. He was aware that many members of the Executive were of opinion that an association of managers and teachers might do good. An association of teachers of elementary and secondary schools might do good, and he longed for the time when there would be a united profession, but he did not expect to see all the teachers united in the National Union of Elementary Teachers. He was anxious to secure a strong union of teachers who are or have been teachers of elementary schools, and to exclude managers and teachers of private schools. He found the following among the objects of the Union: "To unite together, by means of local associations, the public elementary teachers throughout the kingdom, in order to provide a machinery by which teachers may give expression to their opinions." The collective opinion of the associations would be obtained by their votes, but it could not be called the collective opinion of elementary teachers in the associations if teachers of private schools and managers made speeches and voted on the subject. Some teachers had grievances against their managers which could not be properly discussed in a mixed association. While the teachers were so much held in the thraldom of their managers there could not be a good public spirit, and while they had so little professional spirit it would be difficult to get a strong feeling against the thraldom of the Education Department. Mr. Heller, in his paper at Plymouth, spoke very strongly on that matter, and said: "It is a matter of surprise to me that the light of public criticism

has not long ago been directed to the administration of the Department, and that the profession has not shaken itself free from the fetters in which it is placed." He thought the organisation was almost as imperfect now as in 1878, and that teachers were still in fetters. It might have been necessary when the Union was started to affiliate associations of managers and teachers, but now he thought it had attained sufficient age and strength to remedy some of the defects which had cropped up in past days. He wished to see no managers of schools among the members of the Union. It would be impossible to deliver some of the members of the profession from the leading strings of the clergy till the branches of the Union consisted of teachers only.

Mr. Sykes seconded the motion, and was glad that the mover had taken up a subject which must be considered by the Union before long. He had felt that while the Union was a conglomeration of all sorts of professions it could never do any tangible good. He would go further than Mr. Clark, and make the Union one of certificated teachers only as they were a special class under Government control. He believed this course would make the Union strong, and bring in those teachers who now remained outside. He hoped the next conference would decide the real aims and objects of the Union; but in the meantime he would support this motion as going in the right direction.

Mr. Wells would have liked the motion to have been made in a full Executive. He opposed the resolution. Time after time the question of individual membership had arisen, but it had always been decided that the safest plan was to allow the associations to be the unit of membership. That being so, it was necessary to give associations a certain amount of freedom with regard to their rules and membership. As to the teachers being held in thraldom, he could not think it was the case generally, and he was sorry to think it was the case in any part of the country. If the teachers, having formed an association, thought it would be for the advantage of education to admit their managers, it would be well to allow them to do so. If the membership was limited to certificated teachers, the next step would be to limit it to head teachers, and raise the subscription to a guinea, and look upon themselves as the aristocracy of the profession. It would be most suicidal to cut down the membership in the way proposed.

Mr. Grove expressed his deep regret at the speeches made by the mover and seconder. He would not remain a member of the National Union of Elementary Teachers if it became a mere trades union of teachers. A most uncalled-for attack had been made on the managers—clerical managers e-pecially—of schools. A worse thing for the Union could not be done than to stir up the opposition of the managers of schools. The managers would wonder what subjects were being discussed at the teachers' meeting and might forbid their teachers to attend, or dismiss them.

Mr. E. W. Moore would do what he could towards reform in the Union, but the arguments in favour of this resolution were very lame, tending rather against than for it. When he first saw the resolution he thought it was a good one, but after hearing the arguments he found he could not support it. He could not agree with Mr. Grove that managers might forbid teachers attending meetings, as that was a method of coercion.

Mr. Rankilor could not support the resolution.

Mr. Langler said that he who was under thraldom deserved to be a slave. Teachers should not be servants in absolute slavery, but should co-operate with managers in a patriotic spirit to benefit the education of the country.

Mr Heller thought it would be injudicious to adopt this motion. There were some reasons for limiting the membership of associations, but for the present he was prepared to leave that to the judgment of each association.

Mr Clark had been prepared for opposition to his motion, but he had made his statements deliberately. He was aware that one of the objects of the Union was to advance education, but because he had only introduced another of the objects in his argument it should not be inferred that he was opposed to promoting the interests of education. He was sorry there some members of the Executive who were not prepared to lift their week-kneed brethren out of their position.

The motion was lost.

The reports of the Organisation and Parliamentary and Law Committees were submitted by Mr. H. Clark and Mr. Heller respectively, after which the correspondence was read. A vote of thanks to the chairman concluded the proceedings.

EDUCATIONAL NEWS.

Appendix to the New Code 1881, showing separately all Articles modified, and all new Articles.

Articles in the Code of 1880 which are modified in the Code of 1881.	New, or modified, Articles in the Code of 1881.
20. 150 attendances may be accepted in place of 250 (Article 19B.) in the case of scholars who— (*a*) Being 10 years of age or upwards, (1) Are required to attend school half-time under any Act or byelaw of a local authority§; or (2) Are certified by the managers to be beneficially and necessarily at work when not at school.‖	20. 150 attendances may be accepted in place of 250 (Article 19 B.) in the case of scholars who,— (*a*) Being 10 years of age or upwards, (1) *Have passed the standard prescribed by the byelaws of the district in which they reside, for the partial exemption from the obligation to attend school, or* (2) *Have, in the opinion of the Department, satisfied the* condition *prescribed for legal employment by the Elementary Education Acts* 18[illegible] *and* 1880.§
Footnotes:— § A school board or school attendance committee (Elementary Education Act, 1876, secs. 7 and 33). ‖ This rule will meet the case of children who attend school half-time without any legal obligation. In a district under byelaws it does not apply to children within the ages affected by such byelaws. In other districts it applies to those children only who have already passed the 3rd Standard (or 4th Standard after 1st January, 1881), or have obtained certificates of previous due attendance at school for four years (1880), or five years (1881).	*Footnote*:— § *This will include*— (i) *Half-timers under the Factory and Workshop Act*, 1878, *who were employed on the 26th of August* 1880. *Act of* 1880, *section* 4. (ii) *Scholars who, in any year, in the Act of* 1876 *took effect, have obtained certificates of proficiency or previous due attendance at such as fixed for that year by Schedule of the said Act. Act of* 1880, *section* [illegible]
21. *f.* Every girl presented under this Article, in schools to which grants are due *after the* 31*st August*, 1880,‡ must take both branches of domestic economy. * * * *	21. *f.* Every girl presented under this Article must take both branches of domestic economy. * * * * *
Footnote:— ‡ Up to this date the corresponding Article of the Code of 1878 remains in force.	
122. The changes in this Code will not effect annual grants falling due before the 30th September, 1880, or, in the case of certain Articles, before the date prefixed thereto. Till that date the corresponding provisions of the Code of 1879 (Appendix No. 1) remain in force.	122. *The Articles to which dates are prefixed do not take effect before these dates, up to which* the corresponding provisions of the Code of 1879 remain in force.
THIRD SCHEDULE. NEEDLEWORK. 5. In schools to which grants are due after the 31st March, 1880, the grants under Article 19, *c.* 2, will be made to girls' schools in which needlework is taught to the extent of the fifth stage (inclusive). In 1881 the sixth stage will be required. * * * *	THIRD SCHEDULE. NEEDLEWORK. 5. The grants under Article 19, *c.* 2, will be made to girls' schools in which needlework is taught to the extent of the fifth stage (inclusive). In 1881 the sixth stage will *as a rule*, be required. * * * * *
Pupil-Teachers (Girls). Pupil-teachers of the first year will be expected to work well, and to be able to teach all that is required in the first three stages, and to advance a stage in each successive year of their engagement. After the 31st of March, 1881, some further special work may be prescribed for pupil-teachers in each year.	*Pupil-Teachers (Girls).* Pupil-teachers of the first year will be expected to work well, and to be able to teach all that is required in the first three stages, and to advance a stage in each successive year of their engagement. Some further special work may *hereafter* be prescribed for pupil-teachers in each year.

The National Schoolmaster.

SUMMARY.

THE Twelfth Annual Conference of the National Union of Elementary Teachers will be held at Lambeth, on Monday, Tuesday, Wednesday, and Thursday in Easter week, April 18—21st inclusive. The principal subjects for consideration are the Teachers' Registration Bill; the proposed appointment of an Assistant-secretary of the Union; the proposed increase in the Annual Subscription to the Union, with limitation of membership; the Amendment of the Code; the Pension Minutes and Compulsory Annuity Fund; the Incorporation of the Union; Parliamentary Representation; Means of Appeal; Supply of Teachers; Uniformity of Examination, &c. We are glad to see that several associations have urged the consideration of Mr. Mundella's proposal for the establishment of a Pension Fund. We give below the resolutions relating to this subject:—

PENSION MINUTES AND COMPULSORY ANNUITY FUND.

"That in the opinion of this Conference the Pension Minute is unsatisfactory, and must so continue until all restrictions are removed which were not in the original Minute."—Brighton and Sussex Elementary, Feb. 14th, 1881.

"That the Executive be and is hereby requested to renew their efforts for the removal of all restrictions not contained in the original Pension Minute."—Amesbury Church, Feb. 15th, 1881.

"That this Conference affirms the desirability of a Teachers' Annuity Fund being formed under the management of the Government by joint contributions from the Government and from the grants earned by schools, provided that this arrangement be understood not to prejudice in any way the rights to a pension of those teachers who entered the profession under the Pension Minute in force prior to 1862."—Liverpool and District, Feb. 9, 1881.

"That this Conference hails with satisfaction Mr. Mundella's suggestion of a compulsory system of Goverment pensions, and requests the Executive to consider a suitable scheme."—Amesbury Church, Feb. 15th, 1881.

"That this Conference hereby recommends the Executive of the N.U.E.T. to consider at once the question suggested by Mr. Mundella in his speech at Borough Road in December last."—Westminster, Feb. 12th, 1881.

"That it is desirable to establish a fund to form the basis of a pension scheme for elementary teachers by adding to the present sum of £6,500 per annum 10s. per cent to be deducted by the Education Department from all grants to elementary schools, and also by refunding the whole of the money which was saved to the Government during the period in which no pensions were granted."—Wolverhampton and District, Feb. 17th, 1881.

We are not at all surprised that the High Court of Justice has decided that a parent cannot be compelled to send his child to school, with prepayment of the fees. The school board authorities have been trying to combine two separate kinds of compulsion; (1) to compel the parent to send his child to school; (2) to compel him to pay the fees before entering. The judges have ruled that the first mode of compulsion must not be hampered and hindered by the second. This decision upsets all the directions which the Education Department has been issuing during the last few years. We fail to see why school fees cannot be recovered in the same way as other small debts, by means of the County Court. The judgment was given on the 24th of February, and we give below from the report in the *School Board Chronicle*, the decision of Mr. Justice Lopes, one of the presiding judges, which seems to place the matter in the clearest possible point of view:—

Mr. Justice Lopes said: The appellant in this case has been convicted of unlawfully not causing his child to attend a board school, and he has been subjected to a fine of 5s., and in default of payment of that amount to be imprisoned for five days. The facts may be very shortly stated. It is admitted that the father did cause his child to attend the school—that the father did send his child to school; but it is also admitted that he did not send the school fees with the child. Upon that it is contended, on the part of respondent, that an attendance without fees is no attendance at all; and it is said that the offence has been committed because the father, if he had chosen, could have obtained the remission of these fees altogether if he had adopted the proper course, not being able to pay them, or he might have gone to the guardians and got the actual money wherewith to pay them. The contention is that therefore he has committed this offence and has not done that which he might have done in order to obtain remission or payment of the fees, but has sent the child without the fees, and therefore he has not caused his child to attend. In point of fact it seems to me to come to this, that we are asked to say that the word "attend" in the statute does not mean attend in its ordinary sense, but means "attend with the school fees in your hand." Now, I do not think in any case I could adopt that view. Certainly in this particular case, which is a criminal case, it would be impossible to import those words into the statute which are not in the statute, and I do not think the words would by any means follow with or from the words which are used in the statute. I think the word "attend" simply means "send to school" and nothing more. It may be that there will be a difficulty in obtaining the payment of these fees when persons do not choose to get the remission or to get the money. That may be so when they are unable to pay, but if that is so it must be provided for by the legislature. I should be very sorry indeed to put the interpretation upon the word "attend" which we have been asked to do in this case. I think, therefore, the conviction ought to be quashed, and quashed with costs.

In answer to a question on the subject in the House of Commons, Mr. Mundella stated the Education Department was considering the

possibility of assisting the children of necessitous parents to obtain payment of school fees with less difficulty and less contact with the machinery of the Poor Law than at present.

The action of Goffin *v.* Donnelly, in which Mr. Goffin sued Colonel Donnelly for libel, in regard to the evidence given before the Select Committee of the House of Commons, was heard before the Queen's Bench Division of the High Court of Justice on February 26th. The Judges held that Colonel Donnelly was protected by the plea of privilege in the evidence he gave, and the reasons on which the judgment was based are succinctly given in the following extract from the proceedings.

Mr. Justice Field: What is the foundation of privilege? Why do we admit privilege to people? A lady applies to me for the character of a servant, and I thereupon libel the servant, although I do it *bona fide*. Why am I privileged?

Mr. Clarke: Because it is for the public interest that your lordship should be protected in freely expressing a *bona fide* opinion on the subject. I hope I have given the correct answer, whether it serves my argument or not.

Mr. Justice Field: That is so. The Legislature here has thought it right to institute an inquiry into a matter of public concern—domestic in one sense, if you like, because it is in the House, but not domestic in any other sense; and for the purpose of enabling the Committee to arrive at a report, which they shall be able to make to the House, on their mandate they call witnesses before them. I presume they have the power of imprisoning the witnesses, and it would be contempt in not obeying them.

Mr. Clarke: Yes, it would, my lord.

Mr. Justice Field: Therefore, if a man did not go there, he would find himself in the Clock Tower very soon. I suppose he might also be imprisoned if he refused to answer a question.

Mr. Clarke: I have no doubt he could be imprisoned for contempt. He could be remitted to the custody of the Sergeant-at-Arms.

Mr. Justice Field: If a witness said, "I do not mind answering you so far as I am concerned; but I do not like answering you so far as Mr. Goffin is concerned," the committee could say "That is very creditable to you, but our duty is to inquire into Mr. Goffin's conduct, therefore we must insist upon your answering the question." What would he do then? He would either answer or be committed.

Mr. Clarke: That is so.

Mr. Justice Field: And he must tell the truth if he answers, or what he believes to be the truth.

We regret to announce the death of Sir Charles Reed, the chairman of the London School Board, which took place on Friday, the 25th of March. We cut the following brief account of his illness and career from the *Daily Telegraph* of March 26th:—

We regret to announce the death of Sir Charles Reed, M.P., chairman of the London School Board, which took place yesterday morning at his residence, Earlsmead, Tottenham. His illness commenced last Sunday week with an attack of faintness, which was attributed by his medical advisers to a slight chill, developing into pleurisy. It appeared to be passing away on the Monday, and Sir Charles rallied very quickly, and seemed each day to be gaining strength. About one o'clock yesterday morning, however, the illness returned, and at half-past six Sir Charles died. He was born in 1819, and was consequently in his sixty-third year. Sir Charles was vice-chairman of the London School Board in 1870-73, and has since been chairman. He represented Hackney from 1868 to 1874, and was elected for St. Ives in 1880.

REVIEWS.

Examination Papers for Pupil Teachers. By A. Park, F.R.G.S., &c. Manchester: John Heywood.

Mr. Park has here collected together the whole of the Pupil Teachers' Examination Questions for 1880, and has supplied answers to those in arithmetic, algebra and grammar with solutions to the problems in Euclid and mensuration. A book like this will be very valuable to all pupil teachers, as by it they can test their capacity to pass the examination for which they are preparing, and Mr. Park, in giving answers to the grammar questions, as well as to those in mathematics, has done more than any other compiler to make the questions useful to teachers who have to rely a good deal upon their own private work in order to pass their examination.

John Heywood's Class Examination Register. By George Sharples.

This is not an ordinary School Register, but a register entirely devoted to tabulating the results of periodical examinations. It can be used for two years for an ordinary class of 50 children, or one year for a large mixed class. It contains spaces to record the results of twelve examinations in each year, not only in reading, writing, and arithmetic, but also in two class subjects, and two specific subjects. Turning over the page we find convenient spaces in which summaries can be stated of the rate of progress in each subject at each examination. The compiler adopts as the motto of his book "Examination the secret of success," and in this age of examinations there is no doubt that a work of this kind will be found extensively useful.

Plant Life: Popular Papers on the Phenomena of Botany. London: Marshall, Japp, & Co.

To any one who has a taste for botany, or to any one who wishes to cultivate a taste for botany, we can heartily recommend this little book. The whole of the chapters are written in an interesting manner, and, as our readers will see from the subjoined titles, some of them are exceedingly readable. We might especially mention such chapters as those entitled "Predatory Plants," "The Folk-Lore of Plants," "Plants and Animals," "Plants and Planets," "The Falling Leaf," &c. The work is profusely illustrated with 148 woodcuts, drawn by the author, which renders it much more interesting and valuable. It would make a capital prize to a boy or girl fond of botany; and no better present could be given to a pupil-teacher who shows any inclination for the study of plants and flowers.

Easy Lessons in Botany. By the author of "Plant Life." London: Marshall, Japp, & Co.

The author of "Plant Life" has drawn up this little work to satisfy the requirements of the Fourth Schedule of the New Code. The book is divided into three parts, corresponding to the three stages of the Fourth Schedule. It is profusely illustrated, 120 woodcuts being contained in its 48 pages. The work is drawn up with great clearness and simplicity, and seems to us admirably suited for a text-book of botany in elementary schools.

A Complete Course of Problems in Practical and Plane Geometry. New, Revised, and Enlarged Edition. By John William Palliser. London: Simpkin, Marshall, & Co.

This is a very cheap manual of geometry, being issued at about a third of the price generally charged for such works. It is a full and complete treatise on the subject, containing all the problems necessary for the first, second, and third grades in connection with the Science and Art Department. Mr. Palliser makes good use of his space, each page being divided into four columns, each column containing one or two problems. There is a useful glossary of terms at the end of the work, and a brief introduction to solid geometry. To pupil-teachers and others anxious to obtain a cheap and efficient manual on geometry, this work will be very useful.

Moffatt's Reprint of Pupil Teachers' Questions, 1880.

WE have here a complete reprint of the questions set to pupil teachers in the year 1880, with answers to those in arithmetic, algebra, and mensuration. To pupil-teachers who have examinations of a similar kind to meet, we have no doubt a work of this kind will be very useful.

Haroun Alraschid, Caliph of Bagdad. By E. H. Palmer, M.A. London: Marcus Ward & Co.

THIS is one of the volumes issued in connection with the series entitled "The New Plutarch." It contains, in the first place, a very readable introduction, on "The Rise of the Caliphate;" after which the life of "Haroun Alraschid" commences. The whole work is of very great interest, and combines the attractiveness of the novel with the interest attaching to authentic history. In Chapter V. of this work Professor Palmer writes of "the Caliph of the Legend," in which he deals with the manner in which the history of Haroun Alraschid is bound up with the "Arabian Nights." He surprises us with the information that two of the most favourite tales in that collection—"Aladdin" and "Ali Baba"—are not in the original Arabic text, and that "it is doubtful whether 'Aladdin' is an Eastern story at all." This chapter is very interesting, and will well repay perusal. The chapter on "The Fall of the Barmecides" relates a very tragic episode in the Caliph's career. The whole work is eminently readable, and a very suitable book for school or parish libraries, or for a present to an intelligent boy or girl.

REPRESENTATION IN PARLIAMENT.

THE Training Institution under the control of the Executive having been relegated to the limbo of exploded schemes, the Debating Society in Adam Street have been amusing themselves with the discussion of another notable project. "A practical teacher in the House of Commons" is required, and required immediately! What great benefits would accrue to the teaching community from the presence of a teacher in Parliament can be estimated, if we consider, for a moment, the great advantages which Mr. Heller's position on the London Board ensures to all teachers. He was not able to persuade the Board to alter their regulations concerning corporal punishment; but he succeeded admirably in making it widely known that teachers desired the power to punish freely, without any restrictions on the use of the rod. There are doubtless two opinions on the wisdom of the course he took, which we predicted, before the issue of the motion, was doomed to failure; but he and his friends hold the one of these two opinions, that the policy he adopted was wise and beneficial. That this particular attempt resulted in failure does not surprise us at all, since unhappily the whole policy of the Union has long ago been marked by that unhappy stigma. Failure in finance, remarkable failure in finance; failure in the establishment of a mushroom institution which nobody wanted, and nobody will have; failure in the attempt to help Mr. Goffin; failure in the power of retaining their hold on country members, who are not interested in the internal politics of the

Executive Committee. But now there is to be success at last. A practical teacher is to be introduced into Parliament, and Mr. Sykes is to be elected President of the Union! Surely a bold policy on such lines as these deserves success, if it fails to command success. If the National Union were a more influential body, and its proceedings regarded as at all serious, it is possible that the attention of Her Majesty's Attorney General might be called to its deliberations. For the clause in Mr. Girling's motion that "the Finance and General Purposes Committee is hereby instructed to prepare a scheme to raise the necessary funds" might be regarded with some misgivings, viewed in connection with the recent revelations before the Election Judges. But the meeting, with scant courtesy, threw over both Mr. Girling and his motion, and instead thereof, on the motion of Mr. Heller, it was solemnly resolved to invite the forthcoming Conference to pass a resolution "that this Conference instructs the Executive to take immediate steps for carrying into effect the resolution of the London Conference (1877) respecting Parliamentary representation." But Mr. Heller went on to declare that "it would not be wise for teachers to seek direct representation," as in the matter of politics there would be a difficulty. They must "simply support a representative on professional grounds, leaving him free on political and party questions." The practical teacher is not therefore to enter Parliament; but some other member is to be got to be the spokesman of the Union in Parliament. It has been suggested that Sir Ughtred J. Kay-Shuttleworth might feel honoured if such a commission were placed in his hands. It is true he has been defeated in his late attempt to enter Parliament, but it is very probable that he will become a member of the legislature within the next half-dozen years. But this estimable baronet might have a difficulty. How could he support the policy of the Union if he disagreed with the policy of the Union? But Mr. Heller has a fertility of resource abundantly able to solve such slight difficulties, and no doubt he would tell Sir Ughtred that the Union would be quite content if he would support their policy when he considered it was for the benefit of the whole community. The great danger then would be that the M.P. would somewhat contemptuously rejoin that he was quite willing to do this, and that he could do it more effectually, without being entrusted with any special commission. And, we doubt not, that even after such a rebuff as this, the Executive Committee would proceed to a vigorous display of self-glorification, in that they had now in the House of Commons a representative who had promised them a general support on all educational questions.

At any rate, however unsatisfactory the prospect, we are glad to see that there is to be something tangible at last. We have been wearily

waiting for the appearance of the scheme of a Training Institute under the control of the Executive, which Mr. Heller pledged himself to bring before the Committee. We begin to fear that it never will appear. But this peremptory summons of the Conference to the Executive, "That this Conference instruct the Executive to take immediate steps for carrying into effect the resolution of the London Conference (1877) respecting Parliamentary representation;" surely so stringent a command dictated, indeed, by the body that has to carry it into effect, cannot altogether fall to the ground, and remain unheeded for another four or five years! The Conference said in 1877 that the time was come, but the general election of 1880 passed away, and yet no effort was made. But this culpable delay is to be tolerated no longer, and before the close of the year, we may surely expect to see in the House of Commons, an accredited representative of the National Union of Elementary Teachers.

Our readers will scarcely need to be told that the last sentence was, to use Artemus Ward's phrase, 'wrote sarcastic,' and that we feel certain that whether this pompously dictatorial resolution is passed or rejected, the Union will be at the close of the year as it is at present, without representation in Parliament. No teacher need feel discouraged at this, because it is quite certain that a special representative in Parliament would do teachers no good. He would not be able to prevent the introduction and passage into law of hostile Codes, and very little attention would be paid to what he said, if it were known that he spoke as the mouthpiece of an Association outside the House. If there is anything in a Code hostile to teachers, the Union can send a deputation to the Education Minister; and this is a department of its work for which its severest critic would not censure it for remissness—its members love to be received into the audience chambers of Ministers of the Crown Meanwhile there are graver questions confronting the Executive Committee, for, with a failing membership and consequently failing subscriptions, a proposal has been brought forward for an increase to be made in the Secretary's stipend to the extent of £50 a year. We have no doubt at all that the increase of salary, if it be voted, will be, as regards physical and mental labour, amply earned, but we could wish we had been able, on the part of teachers, to recognise in the proceedings of the Union results of more solid benefit to teachers individually and as a community. We have no wish, however, to place upon Mr. Heller's shoulders a responsibility for which he might justly claim full immunity, and we have no doubt whatever that he could, without any difficulty, prove to the Committee that he was not taking the best course for himself personally, in undertaking the onerous office of Secretary to the National Union of Elementary Teachers.

THE BLUE BOOK FOR 1880.

(Seventh Article.)

MR. SHARPE inspects schools in the City of London. There is nothing of special interest in his report.

Mr. Stevelly inspects schools in the Hull district. He writes a useful and valuable report. The following paragraphs, for instance, will commend themselves to the minds of all our readers, as stating in forcible language things that are unhappily far too true:—

> The custom of working by fits and starts, though not universal, is far from uncommon, and is perhaps more injurious to the pupil-teachers than to the scholars. When the yearly examinations are over, there is a tendency if not to be idle, at least to slacken work. A desire for relation at this time seems very natural, but if it be pursued unchecked by the master or mistress, it is quickly allowed by the pupil-teachers to degenerate into a complete loss of time in school. The effort to retrieve this loss at the end of the year causes a tension, which again leads to a rebound, and so the practice is continued. The evil effects of this are noticeable in the pupil-teachers. Fagged and jaded, just when their own examination is due, by long hours and unusually trying work in school, their lessons given at the inspection are wanting in life, in originality, and in thoroughness. Notes even are occasionally not prepared, or, if they be forthcoming, are found to be copied from a book, or borrowed from a friend. Their written answers betray a constant desire to introduce a few facts or phrases taken verbatim from the text books, without regard to their bearing on the subject in hand, or reference to the question asked, and often even without knowing what the words which are used really mean. Thus a fifth year teacher asked to name articles now in common use which were first brought to England in the reign of Elizabeth says—"The 39 Articles now in common use in the Church of England were in her reign first brought into England." Indeed facts that are hurriedly got up before an examination are, I imagine, seldom found of practical use on that occasion, and they soon disappear afterwards, which is not to be wondered at. In their acquirement the exercise of no faculty is called forth, save that kind of memory which depends on mere resemblances either to the eye or ear. To avoid cramming (the only known word to describe this unhealthy mode of gaining knowledge), the great aim of all good teachers is to create in their pupils an object in seeking information beyond and above the bare desire to pass an examination. Unless this higher aim be erected and this higher motive aroused, not only will the mental training in which the study of a subject should issue be not obtained, but also even the superficial acquaintance with the subject will quickly vanish. Facts, like a necklace of beads, have only order and value while they are properly strung together; when the connexion is lost what was once an ornament immediately slips from the grasp in utter confusion.

Mr. Stevelly must, however, recognise that this is one of the penalties we have to pay for our mania for examinations. Knowledge for its own sake is not prized. The pupil-teacher, the day after the examination, throws aside his note-books, the hideous rhymes with which he has connected his dates, the insignificant and mostly erroneous "facts" that he has got up about the Colonies. He does not care for the knowledge which he has set himself to acquire. He has got it up for the examination, and when the examination is over, he is not only willing but almost eager to forget the bays in Newfoundland, and the exports from Singapore. In this manner, a great amount of injury is done to the minds of the pupil-teachers. They acquire a positive distaste for

learning, and connect the acquisition of knowledge, which in all healthy minds is a satisfaction and a delight, merely with the obligation to pass a disagreeable examination. We believe that steps might be taken to mend matters in this respect. Under the present system, it is almost necessary for inspectors to allow pupil-teachers to pass their examinations; however badly they write their papers, the greatest hardship a pupil-teacher has to fear is a serious talking to from the inspector, if the inspector has time, about the defects of his papers. If, however, the pupil-teacher passes creditably, he acquires the negative distinction of escaping this infliction. There is no reward for the diligent; no honourable mention; no illustrated volume, which would cost a few shillings to the nation, and be prized as though it were worth pounds by the pupil. Let the Education Department try the effect of a few prizes for diligent boys and girls among the pupil-teachers; the Educational Estimates would not be appreciably increased by any estimate which might be included for the purpose, and the effect would be magical.

Mr. Stevelly has a very sensible remark about the mode of curing monotony in reading, and another on the value of a good school library:

> That the other distressing fault in reading aloud, viz., that of monotony, can be prevented only in the infant school scarcely requires proof, for the singular aptitude which little children have for catching and mimicking accurately the sounds they hear is acknowledged. It seems essential, therefore, that a teacher should never be allowed to take a class at this stage of learning to read unless she be competent to show them how to pitch and modulate their voices. The mistress of an infant school could easily carry out the suggestion by bearing in mind that the candidates she chooses for the office of pupil-teacher should themselves always be good readers.
>
> A school library should, I think, contain such volumes as "Robinson Crusoe,' and the novels of Scott, Dickens, Cooper, and Marryat. I believe that such a library as this would not only be a help to the teacher of a boys' or girls' school, but would also form in the children a taste, placing them above the temptation to devote themselves to trashy periodicals or to garbage such as the records of the deeds of murderers and highwaymen.

Mr. Stevelly has some remarks on the teaching of English literature in which he fails to make due allowance for the innate stupidity of children. He seems to think while he is making these observations that if children had been told the things of which they were found ignorant, they would have known them. Any person who has had experience in teaching will confirm what we say, that merely explaining an allusion once to a class of children will have little effect in impressing it firmly on their minds. The condensed thought and expression contained in some of the lines in the "Traveller" and "Deserted Village" might tax the powers of a boy in the upper forms of our public schools; and there is something peculiarly *intangible* in such a line as the following, which, we are glad to say, the poets of the present century have ceased to write:—

> Dear lovely bowers of innocence and ease.

Owing to the strictness of the law of copyright, which prevents the great mass of the population possessing anything but the mere fragmentary acquaintance with the works of the great writers of the day, it is of course impossible to substitute Tennyson and Elizabeth Barrett Browning for Cowper and Goldsmith in these little selections for school use. Wordsworth is, however, happily available, and his works are rich in poems of just the kind to enlist the sympathies of children, while written in a diction that could not be more simple and natural.

More than three-fifths of the total number were presented in literature. Recitation with due emphasis and expression is but rarely attempted in repeating the lines of poetry, and a monotonous, sing-song tone is even considered in some cases quite sufficient to meet the requirements. Again, in order to master the meanings and allusions in the pieces selected, careful lessons in school upon the subject are seldom relied upon, but instead of them home lessons are substituted, the scholar learning by heart, each evening, a small portion of the notes in a school edition of the poem. This system checks all exercise of ingenuity in the learner, and encourages him to "get off" the words first, and afterwards to try to discover their meaning by the doubtful light of the notes, that is, to reverse the natural and obviously useful method. In short, it deprives the exercise of all its interest to a child, and allows or causes him to miss happy turns of expression, as well as the application of a simile or image. Instead of getting answers as to the meanings and allusions roughly correct, in the children's own words, we are accustomed to a parrot-like repetition of a foot-note, whose

"Words of learned length and thund'ring sound"

betray their origin.

A class of girls were once repeating that portion of Marmion, in which the shield and coat of arms (a "falcon soaring black on azure field") are described. None of the girls could explain what these words meant, but several offered this explanation, "a mistake in heraldry;" that was the note.

A word or a phrase which the children do not understand is often not explained in the notes, and then it is repeated time after time without the learners attaching any meaning to it, or the teacher, who uses the method of which I complain, ever discovering their ignorance. Thus in the line,

"Dear lovely bowers of innocence and ease,"

the word flowers being substituted for bowers led me to inquire the meaning of the latter, when it appeared that not one in the class had the faintest notion what a bower was. Of course the word was not explained in the notes.

Sometimes, again, one or two words are explained, as, for instance, in the couplet,

"To husband out life's taper at the close,
"And keep the flame from wasting by repose."

"Husband out" and "life's taper" are spoken of in a footnote, but this did not prevent an ingenious boy from repeating the lines thus,

"To husband out life's taper at the close,
"And keep the flame from wasting *my* repose."

Such mistakes are, it is true, generally confined to the least thoughtful children; but what object is gained by a teacher in sending up the names of backward or stupid children on examination in these subjects? It is unfair to the children to waste their time upon them, and a suspicion is created that the teacher is ignorant of his scholar's capabilities and attainments.

Where such answers are given, it is clear that sufficient time and attention are not devoted *in school*, to elicit the children's intelligence by questioning them on the meaning of what they learn, while they are learning it.

THE DISCUSSIONS IN THE UNION.

AT the meeting of the Executive Committee on March 5th, the Treasurer gave the following gloomy account of the finances of the Union.

In introducing the first monthly statement made for the year, the treasurer said he desired particularly to draw the attention of the Executive to the state of the finances. They would not have forgotten what difficulties they had last year in paying their bills as they became due. It seemed to him that they were now in a worse position than at the commencement of last year. Then there was no debt owing, and in the Reserve Fund they had £260 to borrow from. Now they had a debt of £47, and £100 less in the Reserve Fund. The subscriptions received for this year amounted to £55, as against £90 during the corresponding period of last year. He had made a calculation as to their probable financial position at the end of March. They would have incurred during the quarter liabilities to the amount of £260, and to meet this in subscriptions not more than £100 would have been received. He very much regretted to say that he saw no way out of the present difficulty but by selling out the £120 Stock. Even with that, from the beginning of April, there would be no Reserve Fund from which to borrow if they paid all they otherwise owed. How the work of the Union was to be carried on until November, when the bulk of the subscriptions (due last January) would have come in, he did not know. The associations could, if they chose, relieve them from their embarrassment, and he would again appeal to them to do so.

Mr. Girling then introduced his motion in favour of representation in Parliament. The question be said was simply one of funds. He thought that Mr. Heller should be the person returned to Parliament, and his stipend raised to £600 a year.

The next question would be how the object could be attained. His resolution did not take up that, as he proposed to leave that to the committees, but he thought it would be unfair in bringing this forward if he did not give his own suggestions on that point. The question was simply one of funds, and if the teachers were prepared to raise them the matter could be accomplished. He would suggest that the subscription to the Union should be raised to 5s., one-half of which should be set aside for the purpose of parliamentary representation. With the present number of members this sum would amount in three or four years to about five thousand pounds, which would be a guarantee fund for election expenses. Supposing a suitable man to be found and his election secured, he should be paid a salary of about £600 a year by the Union. That would take 1s. from the half-crown, and leave 1s. 6d. from each member accumulating for future elections. Some would say that we might ask teachers for the extra half-crown, but we should not get it. He knew there was a difficulty in getting money from the teachers, and he would therefore not make this a voluntary effort, but a compulsory one. If teachers were shown that some definite result would be achieved by the expenditure, he had sufficient faith that the teachers would subscribe the money cheerfully if the subscription to the Union were increased, and if it was not distinctly shown what would be done with the money they would not pay it. Then there remained the question of the man. He would, unhesitatingly, place their Secretary at the head of any list of candidates to represent teachers. The Secretary had in his hands the threads of all educational questions affecting teachers, and in addition was a gentleman of manners, appearance, and intelligence, and would ably represent the teachers of this country. He had also on two or three occasions contested a parliamentary borough for the School Board election, and had done so with great success. This would, of course, involve the appointment of an able assistant who could, while the Secretary was attending to parliamentary duties, be left to carry on the work of the Union under the Secretary's direction. This would not increase the expense very much, as the Secretary's salary would be raised to £600, and the assistant-secretary would be paid £200 or £300. There were other gentlemen

whom he could name, but he felt that he might possibly be doing an invidious thing. He simply referred to one, Mr. Mark Wilks, who, although not now a teacher, had been trained for the profession. He believed such a gentleman would stand a very good chance of election. Whether it was desirable to select one from their own ranks or from outside should be considered by the committees. He suggested that nothing should be done until a fund had accumulated.

Mr. Heller himself thought it would not be wise for teachers to seek direct representation, and he did not at all clearly explain what kind of representation he would be satisfied with.

Mr. Heller said that the leaders of the Union had four years ago been sufficiently advanced to affirm the general principle of the resolution, and he was glad to think that a practical aspect was now being put upon the question. He suggested that the form of the motion should be altered as follows:—"That the following notice of motion be placed on the Conference Agenda:—'That this Conference instruct the Executive to take immediate steps for carrying into effect the resolution of the London Conference (1877) respecting parliamentary representation.'" He thought this form would be the proper course, as Conference had already agreed to the following resolution:—"That, in the opinion of this Conference, the time has come when efforts should be made to obtain representation in Parliament." It would not be wise for teachers to seek direct representation, as it would create a great difficulty in carrying out their object, and would weaken the influence of their representative. Any attempt to introduce politics among teachers would be fatal to professional meetings. The only difficulty he foresaw was whether teachers would exercise sufficient commonsense and mutual toleration in the matter as to shut out from their own minds consideration of party and politics, and simply support a representative on professional grounds, leaving him free on political and party questions.

Mr. Lethbridge failed to perceive any utility in sending a representative to Parliament. That would not, he thought, be a remedy for the apathy that existed in the members of the Union.

Mr. Lethbridge hoped this motion would not be put on the Conference agenda at all. He would not enter into the question, but merely refer to a point raised in the discussion that this would be a remedy for the apathy of members of the Union, and would be a means of bringing in those who were outside. He thought the number of members would be better increased by the frequent attendance of the Secretary or some one else at meetings. During the last year the Secretary had only been from the office on three occasions, and his total expenses only amounted to about £40. He thought £200 spent in that direction would do more to remedy this apathy than sending a member to Parliament.

Mr. Girling thought teachers would sink their political, as they had already sunk their denominational, differences.

The motion was carried, the voting being as follows: For, 13—Rankilor, Greenwood, H. Clark, Cutler, Girling, Graves, Hamilton, E. W. Moore, Tidmarsh, Wild, Wilson, Calmady-Richardson, and Webb. Against, 1—Mr. Lethbridge.

At the meeting on March 12th, the following report on the Goffin case was read:—

SPECIAL REPORT OF THE PARLIAMENTARY AND LAW COMMITTEE ON THE PRESENT POSITION OF THE GOFFIN CASE.

A special meeting of the Committee was held on Thursday, March 10th, to consider the reference from the Executive of March 5th, respecting the present position of the Goffin case. The meeting was fully attended and a very long preliminary discussion took place on the facts and present circumstances of the case. A general agreement was arrived at that the best course to adopt at the present stage would be to strengthen the hands of Mr. Warton, M.P., in his opposition to the motion of Lord George Hamilton. At the same time it was thought desirable not to enter into the question of Mr. Goffin's innocence of the charges brought against him, but to confine the action of the Union to the fact that no full and satisfactory inquiry had

yet been made into the case, and that under the plea of privilege any teacher might be placed in a similar position by the officers of the Education Department. The members of the Committee were furnished with the parliamentary papers relating to the Goffin case and also with the various documents issued by the Union in 1879. The Committee now recommend—(1) That the Vice-President, Mr. Cutler, and the Secretary be instructed at once to see Members of Parliament and to prepare a memorandum setting forth the grounds on which elementary teachers are dissatisfied with the present position of the Goffin case, and with the general question of appeal; (2) That copies of the memorandum be sent to the officers of local associations with a request that it be brought before their local M.P.'s without delay. The Committee further recommend as a matter of urgency (3) that the sub-committee appointed by them be empowered to take all necessary action in this matter without first reporting to the Executive.

(Signed) G. J. SNEATH, Chairman.
T. E. HELLER, Secretary.

The Pension Question was afterwards gone into, Mr. Morgan expressing himself quite satisfied with the Provident Society, and Mr. Rankilor as opposed on principle to accepting any help from Government. "The Provident Society," said Mr. Morgan, "was established on an actuarial basis, had been registered, and it provided for sick-pay, pensions and assurances." Mr. Heller said, "the point was whether teachers were prepared to accept anything in the shape of a grant in aid. He was of opinion that no grant would be given unless teachers would concede to the Government a considerable share in the management of the scheme." The motion was carried, however, that the attention of the associations should be called to this matter.

A discussion then took place on the necessity of increasing the subscription to the Union. A proposal by the Treasurer that a levy of sixpence a member should be made to meet the present difficulty was not seconded. Proposals were also made to raise the stipend of the Secretary £50 a year and that of his assistant £25.

Mr. E. Moore moved—"That, in the opinion of this Executive, it is necessary that the subscription from members of the N.U.E.T. be at least 5s." He took up this question with a great deal of diffidence, as he knew it was touching teachers in their most vulnerable part—their pocket; but the question must be faced. The Union had now arrived at what he might term a financial crisis. The number of members was about 12,000, and the subscriptions amounted to only a little over £1,450. In reviewing the work of the past year, two facts stood out prominently—the debt to the Secretary on account of certain deficits, and the loan which the Union was on the point of obtaining from Mr. Graves. The debt to the Secretary could not be ignored, and if the metropolitan associations and others would not acknowledge their liability, the Union would be obliged to do something. Incidental speeches made at various times would afford sufficient argument for this motion, some of them having been made by those high in office. The Secretary, on February 8th, said—"The members of the Union are looking to the Executive to take up their cases as a matter of right." He also had made use of the following words:—"We are afraid to take up cases." The Treasurer on one occasion had said, "We cannot go on for want of funds;" and Mr. Clark had said, "We cannot deal with cases for want of funds." All this pointed to the fact that more funds must be obtained. The Executive had discussed the appointment of an assistant secretary and the representation of teachers in Parliament, besides other matters, which would mean additional expense. These could not be obtained unless teachers were willing to pay for them. He expected to be met with two objections—that the number of members in the Union would diminish, and that

the country teachers could not afford to pay the increased subscription. The history of the Union was against the first objection, as the subscription had been increased several times, and on every occasion, with one exception, the increase of the subscription had been followed by an increase in the membership. He had no doubt teachers could afford to pay 5s., and would willingly do so if it were shown that they got the value for their money. But if they only paid half-a-crown, they ought not to expect to get 5s. worth. He had no doubt they got their full value for the 2s. 6d. now. He did not like the "country teacher" argument. The town teachers he thought did not want to part with their money, and so they said that country teachers could not afford it. It would be idle to say that the town teachers, either in London or any of the large towns, could not afford it. He maintained that the country teacher, too, could well afford the subscription, as he had not so many opportunities for spending. He had been a local collector in a country association, and found no more difficulty in obtaining the subscription than he had done in London. It was clear the Union must obtain more money in some way or other, and, if they were not prepared to increase the subscription now, the time would come when they would be obliged to do so. He wanted to see the Union strong, and to see it become an organisation worthy of the teachers of England.

Mr. Wilson, in seconding, said that the mover had wound up by prophesying that the time would come when the subscription must be raised to 5s. The Lambeth Association had seen that as far back as 1874 and had continually brought before Conference a motion for that purpose. It must be clear to all that as the institution grows its requirements grow with it. This had been the case from the commencement, but, as the expenditure had increased more rapidly than the number of members, it had been found necessary to increase the subscription from time to time. He did not know whether it was one of the objects of the Union, but it had come to be looked upon as part of their duty to help those members of the Union who were in difficulty, and the present subscription would not enable them to do that except to a very small extent. It had been said that if the subscription were raised to 5s. the number of members would not exceed 6,000, but he thought 6,000 at 5s. would be better than 12,000 at 2s. 6d. During the past year the expenditure had exceeded the receipts, and he did not see how this state of things could be remedied unless the subscription were raised and the amounts sent in earlier in the year.

Mr. Welch opposed the motion, as he considered the increase too large. He would not have objected to a slight increase. An increase of 6d. would, with the present number of members, bring in about £300. His experience was that many country teachers would have a difficulty in subscribing 5s. a year, especially where the husband and wife were both members of the association. A reasonable proposal for an increase might have some chance of being carried, but many associations would strenuously oppose this.

Mr. Tait agreed with the previous speakers that more money was wanted, but he thought it might be obtained by increasing the number of members. He believed there was some probability of this being done, as the organisation committee had been at work clearing the ground. They could not very well have done more, but he was very sanguine that next year a large increase in the membership would result from their labours. In the part of the country from which he came, more than 90 per cent. of the teachers were members of the Union, and if that could be done in one part of the country, he did not see why it could not in another. At the present time 18,000 teachers were not members of the Union, and if they did not see their way to paying 2s. 6d. they would be likely to have a greater objection to paying 5s. He differed entirely from the gentleman who said that 6000 at 5s. would be better than 12,000 at 2s. 6d. The influence of the Union with the Government and with the public depended, to a large degree, upon numbers, and if the Union represented only 6,000 teachers out of 30,000 they could not say they represented the teachers of the country. The influence of the Union would be directly proportionate to the number of teachers in it, and increasing the subscription to such a degree as was now proposed would have the effect of checking any increase of its membership. He believed the time would come when teachers would pay more than 5s., but it would be necessary to bring all the teachers into the Union first, and then, when they had found the value of it, educate them into paying more.

Mr. Greenwood could not look forward to any increase in the number of members relieving them of their present difficulties. Last year there was an increase of 400

members, but the Union had got further in debt. He thought the subscription should be raised to 3s. If this were agreed to at the next Conference, the rule could not come into force until 1882, and during the present year the funds of the Union would be going further to the bad. He would like to make some provision for meeting this. A motion of which Mr. Graves had given notice as an amendment to the present one seemed to him to meet that difficulty, and he would move that as an independent resolution, if permitted.

Mr. H. Clark believed that one great reason why the membership did not increase very rapidly was that the Executive had not a sufficient amount of definite work to show their members, and until the subscription was raised they would never be able to accomplish any great work. He reminded them of the resolution respecting parliamentary representation agreed to at the previous meeting. The Secretary had stated that if the legal cases were to be carried through, greater funds must be in the hands of the Union. He believed this motion to be a step in the right direction.

Mr. Cutler opposed the resolution, as he was of opinion that this was an attempt to prejudge a question which would have to be settled by Conference. The Executive had merely to carry out the work laid for them by Conference. If the Executive could not do this without getting into debt, it was their duty to say so. If Conference committed them to parliamentary representation and other matters, they must as a matter of course increase the subscription, but until Conference has done this the Executive need not propose any increase. The country teachers had to pay a large amount for travelling expenses in attending meetings, and they were therefore taxed more heavily than those living in large towns.

Mr. E. W. Moore, in reply, referred to the remark that it would be better to have 6,000 members at 5s. than 12,000 at 2s. 6d. He did not think the decrease in membership would exceed 2,000, but, supposing it were 6,000, the Union would have got rid of those individuals who grumble about the amount of subscription, and who are dissatisfied with the amount of work done.

The motion was lost, the division being as follows: For, 3—Messrs. H. Clark, E. W. Moore, and Wilson. Against, 5—Messrs. Langler, Greenwood, Cutler, Tait, and Welch.

Mr. Greenwood gave notice of a motion to raise the subscription to 3s.; and, in order to meet the present financial difficulty, he moved—"That, in view of the present state of the finances of the N.U.E.T., this Executive recommends that a levy of 6d. be made on all members of the Union." This motion was not seconded.

Mr. Wilson moved the following resolution, of which notice had been given by Mr. Girling :—"That this Executive recommend that the salary of the Secretary be increased £50." He could well understand that, if the Secretary existed on the amount he was now receiving, he must be in a very much worse position than many of the teachers themselves. The Secretary had a great many claims upon him, and for the dignity of the Union itself it would be much better to make an increase in the salary.

Mr. Cutler seconded, as he believed it was very necessary that this should be done. The claims upon the time of the Secretary were very great, and, even in the face of the financial difficulty, and without any increase in the subscription, this increase could be met by securing a larger number of members. The Secretary was engaged almost every evening, and was thus working about twice as many hours as if he were a schoolmaster for a salary which was certainly not twice what it would have been had he remained in charge of a school.

Mr. E. W. Moore supported the motion, but wished to move an amendment to add the following words :—"and that Mr. James's salary be raised £25." He had frequently noticed the late hour to which Mr. James was kept in attending the meetings, and he considered that some compensation should be made for lost time, as he considered that it was doing extra work when their clerk was kept after ten o'clock at the meeting. At all events, independent of extra hours, they paid their clerk—a trained certificated teacher and a well qualified man—a salary only equal to that of an assistant master, and he had no doubt that had Mr. James remained in the profession he would have been in receipt of a much larger salary.

Mr. Wilson pointed out that the two cases did not stand on the same basis, as the Executive themselves had power to increase Mr. James's salary, but Conference only could decide what the Secretary's salary should be.

Mr. Moore accordingly withdrew his amendment, and gave notice of a motion for the next meeting of the Executive.

Mr. Genner thought it was unfortunate that this motion had come before such a small meeting, as it would be much more satisfactory to Mr. Heller if the recommendation had been made by a larger meeting. He moved that the consideration of the subject be deferred.

This was seconded by Mr. Clark, who was strongly in favour of the motion, and was carried with two dissentients.

A vote of thanks was given to the Chairman, and the Executive adjourned at 4.30 p.m.

SCHOOL BOARDS FOR THE MONTH.

MR. BONNEWELL is becoming quite a character on the London Board. At the reading of the minutes at the meeting of February 24th, he exerted himself to soothe the susceptibilities of the Chairman. Mr. White having risen to make a protest, and being ruled out of order, Mr. Bonnewell rose.

The Chairman requested both members to take their seats.

Mr. Bonnewell, who still remained standing, wished to challenge the accuracy of the record. It did not contain a protest he had handed in.

The Chairman explained that the protest had been converted by Mr. Bonnewell himself into a notice of motion, which was on the agenda.

Mr. Bonnewell: As a matter of emergency I ask that the protest be entered on the minutes. Don't be savage now. Don't let us be like wild beasts. Do let us act as reasonable men.

The Chairman appealed to Mr. Bonnewell not to waste time.

Mr. Bonnewell continued to speak amid cries of "Order" and "Sit down."

The Chairman again appealed to him, upon which he said he would obey the Chair, but not the calls of the other members.

It is refreshing to see sometimes in the proceedings of the London Board that some check is given to the extravagance of those placed in official positions. After the Board had voted £150 as a stipend to a second examiner in the needlework, rejecting an amendment reducing the sum to £120, Mr. Mark Wilks moved to add £30 to this sum for the "Clerical work" which had to be performed in connection with this office. Our readers will see from the report that the proposal was rejected by a substantial majority.

Mr. Mark Wilks then moved:—

"That an extra allowance of 30*l.* per annum be allowed to each of the examiners of needlework to enable them to obtain clerical assistance in connection with the requisitions for materials for needlework."

The Rev. J. Diggle strongly objected to the proposal. He objected to money being made paid to persons without their being directly responsible to the Board for its expenditure.

Mrs. Westlake supported the motion, and said that if the Board appointed a clerk to do the large amount of clerical work which devolved upon the examiners of needlework, they would have to pay him 70*l.* or 80*l.* a year.

Mr. Henry Gover strongly objected to the proposal on the same ground as that taken by Mr. Diggle. If the assistance was necessary, let it be given at the Board offices by some one appointed by the Board.

Mrs. Fenwick Miller also opposed the motion. They had no guarantee that the money would be used for the purpose intended. It was simply raising the salaries of the inspectors of needlework by 30*l.*

Mr. Freeman also opposed the motion on the ground that the Board should have some guarantee that the money should be spent in the way intended.

Mr. Mark Wilks expressed his willingness to take the matter back to the School Management Committee for reconsideration; but this was objected to.

Mr. E. N. Buxton moved that the matter should be referred back to the committee; but on a division, the motion was lost by eighteen votes against twelve.

The original motion was then put to the vote and lost by twenty-two votes against seventeen.

At the meeting of the Board on March 3rd, the debate on Mr. Heller's motion concerning Corporal Punishment was resumed. The previous question was carried by 21 to 15, the decision implying that the Board refuse to alter the present arrangements. The following is the summary of the concluding stage of the debate which we insert from the *School Board Chronicle*.

CORPORAL PUNISHMENT.

The Board resumed the debate on the motion of Mr. Heller, to rescind the following article of the Code for the guidance of teachers (Miss Taylor having moved the "previous question"):—

Corporal punishment must not be inflicted during school hours. The name of any child to be punished shall be put down, and the cases of corporal punishment be dealt with at a particular time set apart for the purpose. Head teachers may inflict immediate corporal punishment in exceptional cases, which, in their judgement, require such a course; but a special report of each case must be made by them in the punishment book, giving in full the reasons for departing from the ordinary rule of the Board.

Mrs. Westlake said, in opposition to the argument used on the former occasion, that corporal punishment, as used in the Board schools, did not mean striking children on the head. An eminent oculist had been quoted as showing reasons against corporal punishment, but she had consulted the work of Dr. Brudwell Carter, and he mentioned only as objectionable the setting of children to long tasks. She accounted for the apparent stupidity of some children by their want of good sight. Mr. Heller, she understood, wanted corporal punishment to be inflicted, when necessary, at the time of the offence, but did not wish to abolish the entry of the circumstances in the register. She supported that view, believing that to keep sensitive children in suspense was inflicting unnecessary pain.

Mr. H. Gover supported Mr. Heller's motion, inasmuch as it was well known that in practice the Board's rules were broken every day.

The Hon. Lyulph Stanley regretted that the question of corporal punishment had been raised. It had been introduced on former occasions, and the majority of the Board had decided in favour of the present rules. No doubt the rule was often broken, but its very existence operated as a restraint against the reckless punishment of children. If the rule were abolished, it would be understood that the head master could delegate his authority. On the other hand, if the rule were retained, the head master had already the power to inflict immediate corporal punishment if he made a special report of the circumstances. He thought the present rule was a reasonable one.

Miss Davenport Hill opposed the motion.

Mr. Mark Wilks said that in the interest of the discipline of the schools he should vote for Mr. Heller's motion. They were inflicting a wrong upon the teachers by bringing them into collision with the parents, many of whom had no idea of discipline. Moreover, the present rule often brought the head masters in contact with law—a position in which none of them ought to be placed. He was as anxious as anyone to get rid of corporal punishment altogether; and he believed, in fact, that corporal punishment was dying out in the schools; but the experiment which had been hitherto tried under the present rules had not, in his opinion, succeeded. The tone of the schools would be raised if the corporal punishment became superfluous. He quoted a report of Mr. Fitch, the Government inspector, in which that gentleman quoted Dr. Arnold to the effect that masters should be left free to manage their schools, and added that he (Mr. Fitch) had found the greatest discipline existing in a particular school where, in its whole history, corporal punishment had not been resorted to; but the master of that school did not want the fact published, because he said that though corporal punishment had never been resorted to, it was necessary for the discipline of the school that he should have the power of exercising that punishment, should an occasion arise. The master (Mr. Fitch went on to say) should be allowed the discretion, but should impose a severe law upon himself as to the occasion for using it.

Mr. Sydney Buxton thought the arguments quoted by Mr. Mark Wilks were in favour of retaining the present rules of the Board; and so far as he had been able to examine the question, he thought the rule had acted very successfully.

After some remarks by Miss Simcox, which were inaudible,

Mr. E. Buxton said he should vote for Mr. Heller's proposition, retaining that part of the regulation which required a report of the punishment to be made.

Mr. Heller observed that that was understood to be the meaning of his proposition.

The Rev. T. Morse supported Mr. Heller's proposition. He observed that it was all very well to say corporal punishment was done away with, but he had heard of girls in board schools being compelled to hold slates over their heads for a length of time together, which was not so much punishment as torture. He thought that in regard to corporal punishment, as generally understood, there were sufficient checks on the masters already to make them very careful how they exercised the power. In New York, he mentioned, where they had abolished corporal punishment, they had been obliged to resort to the expulsion instead of correction of refractory children.

The Rev. J. J. Coxhead was in favour of retaining the present rule, in which a good deal of discretion was already given to the teacher.

Miss Muller did not agree with the proposed alteration of the rule, and thought the best teachers were those who could manage the schools altogether without corporal punishment.

The Rev. J. R. Diggle thought that if it went forth to the public that greater powers were given to the teachers, there would be still more difficulty than existed now in compelling parents to send their children to school.

The Rev. B. Belcher thought that under the present rules a spirit of concealment of punishments was fostered in the masters. He believed the present rule of the Board was demoralising to the children as well as the masters; to many of the masters the present rule was simply hateful; and on that ground alone he thought the Board ought to abolish it.

Mr. N. Pearce also supported the motion.

Mr. T. E. Heller, in reply, said that corporal punishment, as administered in the Board schools, was believed outside to be far more severe than it really is. His reason for bringing forward the motion to give a little more liberty to their carefully selected head teachers was that there should be no encouragement given to the thoughtless and indifferent parent to create difficulties of the kind now experienced by the masters. One argument had been used, viz.—that the punishment ought to be inflicted in a judicial way—was fallacious, because at the present time that method existed, inasmuch as the head teacher who inflicted the punishment did so on the report of the under teachers, and was not himself at all concerned in the offence that had been committed. Mr. Lucraft had taken the teachers of the country to task for raising the question; but should not the teachers have the credit of having thoughtfully and painfully considered the subject. He thought they were not deserving the censure of Mr. Lucraft. The teachers argued that if the right to exercise corporal punishment was placed in their hands, the necessity for resorting to it would be reduced to a minimum.

On a division the "previous question" (viz., that the motion be not put) was carried by twenty-one to fifteen.

The London Board have unsuccessfully endeavoured to obtain authentic information as to the ages of children from the householder's schedules of the forthcoming census. The census authorities not unnaturally resent this interference, which threatens to set the lower classes against the census, and induce them to make false returns of the ages of their children. The following letter from the Local Government Board deals with this question.

THE CENSUS.

"Local Government Board, Whitehall, S.W.,
"19th February, 1881.

"Sir,—I am directed by the Local Government Board to acknowledge the receipt of your letter of the 2nd inst. ($S\frac{52}{81}$), respecting the application of the School Board

for London to be supplied with certain particulars from the householders' schedules on the taking of the approaching census. In reply, I am directed to inform you that your letter has received the consideration of the Board, but the further representations contained in it have failed to remove the serious objections to the proposal of the School Board which are set forth in the communication which they addressed to you on the 7th ult. The Board are informed by the registrar-general that already the publication in local newspapers of resolutions passed by School Boards to apply for special information as to the ages of children, when the census has been taken in their respective districts, has had an unfavourable effect on the public mind. With regard to your remark that, as no difficulties arose from the information being given in 1871, it is not likely that any will arise at the present time, the registrar-general states that great difficulty did in fact occur on the occasion of the last census. Major Graham, the then registrar-general, was strongly opposed to the proposal, and, apart from other objections, the entire work of the census was, as he anticipated, stopped whilst the required particulars were being extracted from the householders' schedules. The Board much regret their inability to assist the School Board of London in the manner proposed, but they feel that they would imperil the accuracy and popularity of the census, and break faith with the public, by supplying from the householders' schedules information which the School Board possess the power of obtaining for themselves under the provisions of the Elementary Education Acts.—I am, &c.

"To G. H. Croad, Esq." "JOHN LAMBERT, Secretary."

It having been discovered that a seventh board inspector is necessary, the lady members of the London Board have urged that one of their own sex should receive the appointment, or at any rate that it should be thrown open to both sexes. Consequently, in the advertisement which will be issued, these words are to be added "A woman is eligible for appointment." The term was somewhat varied in a resolution passed on February 3rd, when the School Management Committee was directed to consider the following question, "That it be an instruction to the School Management Committee to nominate a female for appointment." The Rev. Mr. Coxhead, in a more gallant form, proposing to lower the stipend in case the "woman" or "female" were elected, worded his phrase, "should a lady be elected." The question whether a "woman," "female," or "lady" should be eligible was fiercely fought over at the Board, all the ladies taking the side of their sex, aided by a sufficient number of gentlemen to produce a majority of one.

At the meeting of the Board on March 17, Mrs. Surr engaged in single combat with Mr. Scrutton, the chief manager of one of the Industrial Schools, and utterly defeated him. She moved that the managers of St. Paul's Industrial Schools should be instructed to apply to the Home Secretary for an order of discharge in respect of two boys who had been certified by the medical officer as unfit for industrial training. Mr. Scrutton opposed the motion, because he said there was an infirmary attached to the school, and a medical officer was paid to attend to sick children. Mrs. Surr rejoined that the infirmary was not furnished, which Mr. Scrutton said was a mere quibble. Our readers will see from the report that Mrs. Surr carried her point, having proved more than a match for Mr. Scrutton.

Mrs. Surr, in reply, regretted that Mr. Scrutton should have used the word "quibble," as she never made a statement without being able to substantiate it. If there was an infirmary it was not furnished; and a boy who died of consumption had died in the dormitory. There was a boy there suffering now from hip-joint disease and he was not in the infirmary. As to the building itself, a little whitewash and fresh paper would do it good; for it was one of the dirtiest schools she ever entered. She fell down the stairs herself there owing to the condition of the stairs and had threatened to send in the doctor's bill to Mr. Scrutton. (Laughter.)

On a division, Mrs. Surr's motion was carried by fifteen to twelve.

At the meeting of the Barrow School Board the conduct of the curate of one of the churches was considered, who had visited the Board School with the view of getting candidates for confirmation. It was considered a case of "zeal without knowledge," and a motion was carried, that a "polite letter" should be written to him by the clerk, denying his right to visit a Board School "with any such sectarian intention."

THE BOARD SCHOOLS AND SECTARIANISM.

The Rev. M. Braithwaite moved that it be reported to the School Management Committee that the curate of St. James's had visited the Higher Grade school with a view of getting candidates for confirmation, and that a polite letter be written by the clerk, stating that the curate had no right to visit any of the Board schools with any such sectarian intention.

The Rev. W. Ferguson sympathised with the feeling which had prompted that action; but he thought there was a more dignified course to take. That would be to take action through their own head masters. If the Board considered it so, the way was to give the masters and mistresses instructions as to how visitors should be treated. No person should be allowed to interfere with the work of the school.

The Rev. J. Hughes said it would be better to come properly through the committee, the matter would then be dealt with in a proper way. He trusted no one outside would think members were antagonistic to denominational schools; they simply wanted persons to be prevented from interfering with the teachers and the schools.

The Rev. G. C. Fisher thought Mr. Ketchley, being new to the town, had acted without knowing the rules. It was a case of zeal without knowledge, and he did not wish to overstep what was due to the Board.

The Rev. J. Hughes said it was not the first case, and they wanted to prevent it in the future.

The motion was then carried.

One of the masters under the Swansea Board has been required to reimburse the Board £10, "a part of the loss occasioned by his unauthorised reduction of the school fees." As both sides of the question are ably stated in the subjoined report, we need not further enlarge upon it.

THE SCHOOLMASTER AND THE FEES.

The School Management Committee recommended that the master of Goat Street Board School should be required to reimburse the Board £10, a part of the loss occasioned by his unauthorised reduction of school fees.

Mr. Edward Roberts moved the adoption of the report.

The Rev. W. Williams said he knew the history of this school possibly better than any other member of the Board, because he had been connected with it for many years. Mr. Adams had been instructed by the old committee that he should not turn any boy away, but take from the children whatever he could get, because it was felt that in every case in which a boy was sent away there would be a loss of fee and grant. And therefore the master was always under the impression that he could best promote the interests of the school by taking what fees he could get. Having lived for some time under the old dispensation, it was possibly difficult for him to

comprehend that he was passing into a new dispensation. But there was another consideration. The Goat Street schoolroom had been in a deplorable condition for a long time, and the health of the children had been bad. As many as fifty or sixty had been absent with the fever, and some kept away for fear of infection. The master therefore got exceedingly anxious, thinking the school would go to nothing. He no doubt did what he ought not to have done; but the speaker thought other masters had been acting under the same impression, not knowing the exact limits of their authority, which, however, had now been strictly defined, so that from this time out they would know what they ought to do. Under these circumstances he would move as an amendment that they pass over this time the case of Mr. Adams, with the understanding that whatever fees he might remit or reduce in future without the authority of the Board or the managers should be entirely at his own expense.

The amendment was not seconded.

Mr. Edward Roberts, in replying on the original motion, said this was a very serious matter in the eyes of the committee, and they had felt extremely anxious as to what course they should adopt, as they thought Mr. Adams ought to have set a better example to the younger teachers of the Board schools. As for himself, the speaker thought the whole of the members had acted in the most lenient manner in dealing with the question as they had. They had felt very great difficulty in arriving at this conclusion, after serious consideration, and taking his age into account. They had felt, however, that the anxiety he had been under during the last few months in consequence of this hanging over his head would, to a certain extent, be punishment enough. Then the reason why they adopted the fine was this: The Board had lost a very large sum of money. This fine, however, was nothing like the sum they felt they had lost. The sum lost was something like £38, irrespective of the remissions by the Board, within a not very long period. There was no other master under the Board who had done anything of the kind. These remissions had taken place during the last four years. Some time ago about 80 boys were paying 4d. per week, and before this was discovered there were not more than 20. That was a grave reduction; consequently the Board thought it was taking an improper advantage, inasmuch as the school was not a good school, but a dilapidated school, and the effect of the master's action was to crowd an old school while it lessened the attendance at other schools.

The report was then adopted.

It appears that some of the smaller boards are just as determined to cut down expenses on the plea of economy and bad trade as any committee of voluntary managers. The teachers have also, in the case of the school board, the additional privilege of a full report of the discussion on their merits and stipends appearing in the columns of the local paper. We think it was very stingy of the Guisborough Board to reduce the scanty sum paid to the assistant master from £50 to £45.

THE BOARD AND THEIR TEACHERS.

The Board considered that the staff in the boys' school was excessive, being a head master, two assistants, and the pupil teacher for an average attendance of about 125, and they considered that in the interest of the ratepayers they must reduce it. It was, therefore, resolved to discharge one of the assistant masters.

The Board then proceeded to discuss the question of salaries paid to the teachers. The members expressed the opinion that in view of the present most depressed state of trade, and the heavy rates which had to be paid, it was time that some reduction was made in the salaries of the teachers.

It was resolved that the head master's salary be £90 per annum, and one-fourth of the Government grant, instead of £132 per annum. In addition to this there is a good house and garden rent free.

The assistant master's salary was also reduced from £50 to £45 per annum.

Some people seem to have a "sectarian craze," and when it is had, it seldom occurs in anything but a virulent form. A Mr. Burgess, member

of the Norwich Board has sent a grave complaint to the Education Department, which he describes as follows:—

Miss Savory, the head teacher of Crook's Place Girls' Board School, Norwich, has been for some time past in the habit of using, as religious lesson books, a series of four books, published by the Church of England Sunday School Institute, entitled "Bethlehem to Olivet," which are of a strong doctrinal character, "distinctive of a particular denomination," and she has also been in the habit of using in school instruction, the Church of England Catechism, contrary to the provisions of Section 14 of the Education Act, 1870. On Friday, January 28th, 1881, I visited the school above referred to, and heard the children questioned from the Church Catechism, and I remonstrated with Miss Savory on the subject. Miss Savory informed me that she had always been in the habit of using those portions of the Catechism which I heard repeated on that occasion, and she further admitted the constant use of the series of books entitled "Bethlehem to Olivet," alleging that none of the managers had complained of her conduct in doing so.

The committee appointed to consider the matter have reported, that no teaching has been given contrary to the regulations of the Education Acts, but whilst agreeing that no improper use has been made of the books referred to, they feel it inexpedient to sanction their use in the school in any form whatever. This was not sufficient for Mr. Burgess, who seemed to have got it into his mind that the managers of the school, a majority of whom are Nonconformists, are anxious that the Church Catechism should be taught. We give the concluding portion of the report, which is somewhat curious reading:—

Mr. White said, as a well-known Nonconformist, it could not be supposed that he would be partial to the teaching of the Church Catechism in the Board schools. The majority of the managers of the school were well known as Nonconformists. Now either the committee of inquiry were incapable of forming a judgment upon the question, or they were biassed in regard to the teaching of the Catechism. No one could charge him with being favourable to the teaching of the Catechism in the Board schools. The evidence of the teachers examined went to show that nothing any one could object to had been taught in the schools. With regard to the inquiry and the evidence brought before the committee, Mr. Burgess had made a remark which, upon reflection, he would feel bound to withdraw. He asked why the teachers who were not examined were sent back? Now, Mr. Burgess knew perfectly well that the others were not kept back—and the question was asked over and over again whether it was necessary anybody else should be called. If any member of the committee had asked that another teacher should be examined, Mr. Burgess knew that neither Mr. Allen nor Miss Savory could have prevented such teacher being called. The evidence was all one way. If Mr. Burgess had contrary evidence and failed to bring it forward that was his fault. One of the teachers who used the book "Bethlehem to Olivet" was a consistent teacher in a Primitive Methodist school, gave her evidence in an intelligent, straightforward manner, and seemed to be competent to discriminate what was doctrinal teaching. As he was known to be in favour of secular teaching in Board schools, it was not likely he would be driven to the conclusion at which he came, but for the justice of the case.

Mr. Allen complained that Mr. Burgess treated this matter as if he had a special liking for the Church Catechism. As a consistent Nonconformist of thirty-five years' standing, if he had known there was a Catechism in the school he should have requested the head teacher to take it away, as it was unwise to have it, and the use she made of it would be misunderstood. But he believed that the use she made of it was perfectly legitimate. As far as the book "Bethlehem to Olivet" was concerned he had read it, and he could say that there was no book he knew of that would better help the teacher in preparing Scripture lessons, and he should only be delighted to see it in the hands of every Sunday school teacher who had to prepare lessons.

The amendment was lost on a division, when two voted for and nine against it.

Mr. Burgess then moved a further amendment :—

"That before agreeing to the report, a copy of it, with the books in question, be laid before the Education Department that counsel should express an opinion thereon."

The amendment was lost.

A considerable time was afterwards occupied in discussing several other amendments which Mr. Burgess brought forward, avowedly for the purpose of obstructing the motion, but they were all negatived, and eventually the report was adopted.

The Chairman then moved :—

"That the report be sent to the Education Department as the answer of the Board to Mr. Burgess's letter."

Mr. Burgess protested against sending such a report to the Department as an answer to his letter, as it did not give any of the evidence adduced. If it were so sent, he should forward to the Department a copy of the notes of the evidence taken by himself at the meeting.

Mr. Daynes contended that the Board ought to send with the report copies of the books referred to, with a request for the opinion of the Department whether they were or were not proper books to be used in a Board school.

Ultimately the motion was carried by nine to two.

THE FINANCES OF THE UNION.

A MEETING of the Executive Committee of the Union was held on Friday, March 18th, when the following report of the Finance Committee was read :—

The committee, at their meeting on March 9th, took into consideration the present condition of the finances, and after a comparison of the probable receipts during the next month and the usual demands on the funds during the same period, they are of opinion that the Executive should give the necessary instructions for realising the stock in which the balance of the Reserve Fund is now invested. The committee arranged for the appointment of an agent to collect advertisements for the annual report. The committee further recommend that a circular should be addressed to those associations which did not make their first payment until October of last year, asking them to collect their subscriptions as soon as possible, and to forward them without delay.

After the reception of the report, Mr. Hamilton moved "That the money now invested in Consols be sold out, and placed to the general banking account to meet liabilities likely to arise during the next two months."

Mr. Sykes moved as an amendment, "That the amount be not sold out of Consols before a circular-letter has been issued to the associations giving the state of the funds, and asking for all subscriptions paid to the local associations for the current year." Mr. Grove seconded the amendment. Mr. Genner thought little good would be done by appealing to the associations. Mr. Rankilor gathered from the discussion that the Reserve Fund had been the means of preventing the subscriptions coming in, because the associations trusted to the Executive drawing upon it. The amendment was lost—5 voting for it, and 9 against. It was, however, decided to introduce the words "if necessary" into the original motion.

The Secretary having withdrawn, the Executive resumed the discussion on Mr. Wilson's motion, "That the Executive recommend that the salary of the Secretary be raised £50." Mr. Genner opposed the motion in the present state of the finances. There was only a slight

increase in the subscriptions for the year, while the item for travelling expenses had increased £67. He admitted that Mr. Heller was not paid handsomely for his services, but he was not paid a starving salary, and could afford to wait and see what the Organisation Committee could do during the next year. Mr. Girling said this was only a recommendation to the Conference, and that if the Conference adopted it, it could provide the means by an increase of the subscription. Mr. Langler thought if they passed the motion, they ought also to indicate the means by which the increase could be paid. Mr. Day said every one would like to see the Secretary receiving £500 a year, but in the present state of the finances it would not be prudent for the Executive to recommend an increase. Mr. Devonshire hoped the motion would be carried unanimously, and the question left to the associations to provide the money. After all, it was merely relying upon an increase of 400 members. Mr. Morgan did not think it right to propose an increase of salary while their funds were so low. Mr. Lethbridge said it would be unadvisable to bring this matter before Conference, and have it rejected. He believed the state of the market to be such that the country associations would be bound to throw it out. Mr. Hamilton said he would be glad to see this recommendation adopted, or even double the amount, but the ways and means must be found first. Mr. Wild said the Secretary's devotion to his work was almost sublime. He hoped this matter would not be pressed now, but that the Executive would unanimously agree to the withdrawal of the motion. Mr. Webb explained that he should vote against the motion, because the state of the funds would not allow it. He believed Mr. Heller's own feelings were that the matter should not be pressed now. Mr. Greenwood pointed out that if Conference adopted the recommendation, it could not take effect this year. Mr. Grove said the Executive should not propose this increase, when they were at present almost bankrupt. Mr. Potts did not think the funds were in a worse position now than when the Secretary's salary was raised at Plymouth. Mr. Sykes supported the motion, believing that a discussion on the question at Conference would do a great deal of good. A teacher in the country with a salary of £80 or £90 a-year might think the Secretary's salary exorbitant, but a discussion at Conference would show that this was not the case. Mr. Graves thought that if the matter came before Conference, it would be agreed to without a moment's thought about the possibility of raising the money. Mr. Wilson believed the Secretary was rapidly advancing in years by the work which he did, and if they would not increase his salary, they should be prepared to give him a pension. During the discussion a letter was received from the secretary of the North Somerset Association, containing a resolution that Mr. Heller's salary should not be increased, and that the office of secretary be kept distinct from the Provident and other funds. The motion was lost on a division, the voting being as follows :—

For—Messrs. Crowther, Cutler, Devonshire, Girling, E. W. Moore, Potts, Sykes, and Wilson. Against—Messrs. Grove, Day, Graves, Lethbridge, Tait, Tidmarsh, Wild, Genner, and Webb. A question was raised as to whether the names of those members who abstained from voting should be recorded, but in accordance with the former practice no note was made of them.

The National Schoolmaster.

SUMMARY.

THE National Union of Elementary Teachers held its Twelfth Conference, at Lambeth, in Easter week. We give in another part of our paper an outline of the proceedings. The Conference decided that an Assistant Secretary should be appointed, and that the subscription to the Union should be raised from half-a-crown to three shillings a year. The resolution concerning direct parliamentary representation was, by general agreement, not brought before the Conference. Mr. Sykes was elected Vice-President of the Union, and it was agreed that the Conference should assemble at Sheffield next year.

On Easter Tuesday morning the Earl of Beaconsfield died at his residence in Curzon Street, in the seventy-seventh year of his age. There is no statesman, we believe, of equal eminence living in the same period of time, who said so little in his public utterances, on the subject of education. If our memory serves us aright, he expressed no opinion on Mr. Forster's Education Bill in its passage through the Commons; and it is perhaps a matter of doubt, although Lord Sandon's Act applying compulsion to country districts was one of the measures of his administration, whether he personally inclined to the belief that compulsory education was a wise measure of public policy. In his speech at Edinburgh, in 1867, he expressed the opinion that a free press is the greatest instrument in educating a nation, and that, owing to its operation, Great Britain is in reality the most highly educated nation in the world.

On Monday, the 4th of April, Mr. Mundella made a long speech at the opening of a new set of Board schools in the town of Nottingham. Incidentally, the right honourable gentleman remarked that the responsibility of his office weighs heavily upon him. The first part of his

speech was mainly local, and dealt with the great progress that Notting ham had made in education during the last few years. With regard t cookery, he stated that it ought not to be considered any longer a experiment in school work. On the subject of Penny Banks h remarked, "We are endeavouring in the Department with which I ha the honour to be connected, to perfect a system by which the schools this country may be made the nucleus of the new savings bank schem of the country." He quoted the testimony of a lady who said that, sin opening a Penny Bank, the children, instead of spending their halfpen in "lollipops and other pleasures," bring them to the Penny Bank. It seems, therefore, that in future, the lollipop trade will severely suffe and the most primitive of the pleasures of childhood be considerab curtailed. Alluding to the educational advantages of Nottingham, th Rt. Hon. gentleman said they were many and great.

I believe you have in Nottingham the prospect of an educational future as bri as that of any other town in England. To fortify my own position, and in order t I might not be biassed in what I might say, I inquired of the permanent officials my Department, before I came down, as to the position of education in Nottingha The permanent secretary to the Department turned round to me and said, "In Nottingham people are not well educated in the future it will be their own faul He enumerated the elementary schools, the People's College as a high-class elementa school; he then spoke of a scheme which was before us, and about which I can s nothing more at present, because it is not yet before us in a judicial capacity, I mea the scheme for regulating your grammar school, and afterwards of your universit buildings, which you have had the public spirit to obtain out of your local rates. I you people of Nottingham have not the highest advantages of education it will your own fault, and if the child of many a working man in this room does not rise a high position, if God has possessed him with genius, ability, and perseverance, it will be the fault of his father or his mother, and at their door the blame will rest. It just to-day as it was when Solomon wrote the proverb, "A wise son maketh a g father; a foolish son is the heaviness of his mother." The best investment you c make for yourselves, the best investment you can make for your own children is educate them, and to avail yourselves of the advantages which God has now giv you. I have only to declare this school building now open, and to express a hop that when, with many others around me, whose hair is grey and who may soon pa away, that when we rest under those sandstone caves that give their name to th town, and which are so distinguished and so attractive in Nottingham, giving it s much of its beauty and celebrity, this school will be a blessing to thousands who ma have passed through it, and that this town of Nottingham may in the future enjoy more prosperity, more happiness, and more celebrity than it has done in th past. (Loud cheers.)

It is somewhat amusing to find that the heads of the Educatio Department, from fear of the National Union, or from some other motive absolutely refuse to receive any more deputations at present. First of all Mr. Heller tried to secure Mr. Gladstone, but the Premier somewhat curtly referred him to the Education Department. The extracts that follow will show that even Mr. Mundella considers that deputations may become too common, and that he is aware of the truth of the proverb that "Familiarity breeds contempt."

During the month I have endeavoured to secure the reception of a deputation by the Lord President and the Vice-President on the question of supply. It will be remembered that a request sent to Mr. Gladstone in accordance with the resolution of the Brighton Conference resulted in a suggestion by the Prime Minister that we should approach the Department on the subject. I accordingly addressed the following letter to the Secretary :—

"Sir,—At the last Annual Conference of the National Union of Elementary Teachers a deputation was instructed to wait on Her Majesty's Government, and to place before it their views on the present state of the 'supply of teachers.' The change of Government produced some delay in carrying this into effect, and the state of business in Parliament caused us to hesitate in applying for an interview. Early last month an application was made to the Prime Minister, who, in a courteous reply, stated that, as the question was a Departmental one, our views should be placed before the Lord President and the Vice-President. I have, therefore, to ask their Lordships to receive a small deputation on this subject on any day and at any time most convenient to themselves. Their Lordships' action on this question during the past two years induces the Executive of the Union to hope that further steps may be taken in raising the standard of qualification for the certificate and increasing the proportion of adult teachers in elementary schools.—I am, sir, your obedient servant,

"T. E. Heller, Secretary."

This resulted in a request that I should call at the Council office, and an interview subsequently took place. This was followed by the reception of the following letter :—

"Sir,—Adverting to your interview with Mr. Mundella, he desired me to say that a good deal has already been done in the direction of the wishes expressed in your letter on behalf of the National Union of Elementary Teachers. But if you are desirous of making a further statement, and will be so good as to send it to him in writing he will carefully consider it, and show it to the Lord President. If it should be necessary they would be glad to make an appointment for an interview; but at present it does not appear to him to be necessary.—Yours faithfully,

"H. S. Bryant."

A subsequent letter from the private secretary of the Vice-President stated that it would depend upon the result of the consideration of the statement to be submitted, whether he asks you again to call on him, or whether he proposes to receive a formal deputation.

There was a discussion at the meeting of the Executive Committee of the Union on April 9, on the desirability of reducing the number of pupil teachers as a means of restricting the supply of teachers. Mr. Grove proposed that they should request the Vice-President to insert in the Code a provision that there should be only one pupil-teacher allowed for each certificated teacher in a school. Messrs. Cutler and Girling thought it would be sufficient to close the by-entrances; but Mr. Wilson was afraid that this would be regarded as trades-unionism. Mr. Grove's motion was, on a division rejected by 11 votes to 6. A motion was, however, unanimously passed, urging the Department to cancel Article 59; to require the same examination from acting teachers as from students in training at the close of the course; and further to exact proofs of professional skill and experience from all candidates for the status of a certificated teacher.

At the same meeting, the results of an investigation into the mode of admission into Training Colleges was given. It appears that in only two cases out of seventy, was a candidate refused admission on account

of his religious opinions, and in one of these cases the candidate had not been even baptized. We give below the paragraphs containing the final conclusions of the sub-committee. The general conclusion seems to be that the present system works as well as it can be fairly expected to do.

The committee, having thus described the various stages of their inquiry summarise the conclusions at which they have arrived as follows: (1) That the committee find after careful consideration that beyond the difficulties arising from the excessive number of candidates who are allowed to pass the admission examination, above the number for whom accommodation is provided in training colleges, there are comparatively few cases in which a religious difficulty is expressed. (2) That the committee feel that in all probability some anomalies of selection are likely to occur so long as Training Colleges are conducted on the present denominational system. (3) That the committee regret the existence of such an anomaly as the admission of candidates low down on the class list, while others high up, of good moral and religious character and professional ability, are excluded. (4) That the Executive be advised to bring to the notice of the Training College authorities the difficulties experienced by those candidates who, occupying a high position on the Scholarship list, are excluded from the colleges by religious examinations and other denominational tests.

As a result of their inquiry the committee have to report that, while difficulties have undoubtedly arisen in isolated cases, the distribution of the Training College accommodation at the present time does not differ so widely from the comparative number of teachers in the various classes of schools as to create a serious professional grievance. They would, however, point out that if the proportion of the various classes of schools should in the future be greatly altered, what is now a small but actual difficulty will become a serious grievance, and will require either the redistribution of the recognised accommodation in the college, or the total abolition of denominational tests for admission. The committe are unanimous in their opinion that religious and moral training must ever form part of the Training College course, but they think that this is quite compatible with the removal of denominational tests from the conditions of admission.

The following table illustrates the present distribution of college places as compared with the number of schools, departments, and teachers of the various denominations:—

Denomination.	Training College Accommodation.				By Schools.		By Departments.		Teachers in Schools.	
	M.	F.	Total.	%		%		%		%
Church of England	1045	1183	2228	69·6	11264	65·6	15598	62·7	16299	56·9
Board	—	—	—	—	3139	18·2	5239	21·0	7604	26·5
British and Foreign	190	250	440	13·7	1449	8·6	1976	7·9	2308	8·05
Wesleyan	130	111	241	7·6	577	3·3	837	3·3	956	3·3
Roman Catholic	70	166	236	7·4	737	4·3	1240	5·1	1479	5·1
Congregational	24	33	57	1·7	—	—	--	—	—	—

From this table it will be seen that, while the Church, British and Foreign, Wesleyan, Roman Catholic, and Congregational Colleges have accommodation slightly in excess of their proportion of schools, departments, and teachers, there is no special provision for board schools. As, however, a large proportion of teachers and pupil-teachers in board schools belong to the Church of England and to the various other denominations, it is probable that the excess shown above does not more than meet the requirements of this class. There would thus arise a surplus of denominational accommodation of 18 per cent (schools) as against 18·2 per cent of board schools, or nearly an equivalent. By departments the comparison works out at 21 per cent of surplus as against 21 per cent of board schools, while the comparison, if based on the number of teachers, shows a surplus per centage of 12·7 in Church colleges, 5·6 in British, 4·3 in Wesleyan, and 2·3 in Roman Catholic, making a total denominational surplus of 24·9, as against 26·5 of board teachers.

The Committee therefore recommend that as the difficulty into which they were instructed to inquire is not widely felt, and that it is almost impossible to deal with it without drifting into denominational disputes, no action should be taken by the Executive beyond that recommended in the resolution adopted by the committee, and quoted in a former part of this report.

The Rev. Charles Gilbert Brown, B.A., London University, Vice-Principal of Culham Training College, has been appointed Principal of the Carmarthen College.

REVIEWS.

A Series of Freehand Outlines. Animals and Common Objects. Moffatt's South Kensington Series.

THIS packet contains 20 cards, each containing some simple copy to draw from. The copies are all very simple, and admirably suited for beginners. The thin paper covering in which they are enclosed can only be expected to hold together till they reach the school, and are opened for the first time; they must then find some stronger envelope, or part company altogether.

English History Reading Books. By Miss Yonge. London: National Society's Depository.

MISS Yonge continues to give the story of our country in this volume in the simplest possible language, not trying to say two things in the same sentence. In this volume, the history is given from the accession of Henry II. to the death of Richard III. Poetical pieces are occasionally inserted between the chapters, and the text is enlivened by a number of attractive woodcuts. We have no doubt that a work like this will tend to make the subject of English history popular among boys and girls.

The New National Reading Books. Standard IV. London: National Society's Depository.

WE are informed in the preface to this work that "most of the lessons are taken from the works of well-known English authors." They have been selected with judgment. The course of reading consists of the following divisions: Geography, Moral Tales, History and Biography, and Miscellaneous Lessons. The lessons, however, are not placed in consecutive order, but the whole are interspered in a very agreeable and entertaining manner, grave and gay occurring in pleasing succession. The work is well and clearly printed, and attractively illustrated.

The Pupil Teacher's Course. Edited by Thomas Page. Fourth Year. London: Moffatt and Paige.

MR. Page has here gathered into one volume of manageable size, all the subjects required to pass the Pupil Teacher's Examination at the end of the fourth year. The result of the use of such a work as this will be, therefore, a saving of time, trouble, and expense. Very frequently one sees in works of this kind melancholy instances of compilation gone mad, but the only difference which we can see between the subjects as given in this work, and those contained in ordinary manuals, is, that they are stated here in greater detail, and with more evident reference to the wants of the pupil teacher. The subjects contained in this work are Geography, History, Grammar, Recitation, Composition, Music, Geometry, Mensuration, Arithmetic, (separately for males and females) and Algebra.

The Civil Service Geography. By L. M. D. Spence and Thomas Gray. Seventh Edition. London: Crosby, Lockwood and Co.

We have noticed this work before in some of the earlier editions, and we need only say here that a book which has gone through seven editions in a few years, has obtained the unmistakable stamp of public approval. There is great skill shown in the arrangement of the facts; the compilers have contrived to put as much in a page as is otherwise contained in half a dozen pages. The information given is brought down to the latest date, and when the compilers give the population of a country, they record the date at which the census was taken. A series of outline maps and a good index add to the usefulness of the volume.

The Granville Series of Standard Reading Books. No. I. First Standard. London: Burns and Oates.

We confess to a great liking for this little book, and we fancy most children would be very fond of it. The matter of the lessons is what all children are never tired of hearing and reading; and the type is large block type, that is a picture in itself, very helpful to the little eyes that are just beginning to puzzle out the words. We feel sure that children will learn to read much more quickly with the aid of such type as this than from the type that is ordinarily used to print their primers. The lessons are all very simple, and they are pleasingly illustrated. We can heartily recommend this work.

Moffatt's Scholarship Answers. Midsummer, 1880. By J. J. Livesey. London: Moffatt and Paige.

We have in the first dozen pages of this useful little work, "remarks and instructions" on the scholarship examination generally, which will be of great use to candidates. Then Mr. Livesey goes through all the questions in all the pages *seriatim*, and gives the proper answers. A book like this will be very useful, if it be used sensibly. Merely to "get up" the facts contained in it, and use it for a book of information would be of little good. But if a pupil-teacher tried his best to answer the questions himself, without reference to text-books, and then compared his own answers with those of Mr. Livesey's, he would in this way be able to discover where his own deficiences lay, and correct them accordingly.

The One Hundred Texts of the Irish Church Missions, briefly explained by the Right Rev. Henry Cheetham, D.D., Bishop of Sierra Leone. London: Bemrose and Sons.

The Bishop explains in his preface that there are three months in the year when a Bishop of Sierra Leone is unable to get abroad by reason of the excessive rains. He has, therefore, used his leisure in explaining the 100 texts, selected by the Irish Church Mission Society, as a substitute for Articles of Faith. The Bishop takes the texts one by one, and explains them by a series of simple questions, and occasionally a note containing an anecdote or exposition, in small type, is added to the lessons. We have no doubt this work will be found useful by Sunday school teachers in preparing lessons for their children. The theological views expressed in the book are those of the Evangelical party in the Church.

Geography Reading Books. Part I. for Standard II. National Society's Depository. Moffatt's Readings in Geography.

The first book on the list is written in a very simple manner, the author describing in fanciful language the visit of the man in the moon to the earth. In a kind of pleasant narrative way all the difficult matters connected with physical geography are explained, and the explanation is greatly assisted by some capital woodcuts, which are literally distributed throughout the book. We can given very high praise to this work.

The second work on the list differs from the first, as sober prose differs from poetry. The compiler has done his best to come down to the level of a child's mind, but he has not been able to substitute Saxon words for words made up of Latin. The work is fairly illustrated, and some of the illustrations are very pretty.

Directions and Scales for Knitting Stockings, By Henrietta Warlegh. London: Hamilton and Adams.

We are informed by the compiler of this little book that her work has been adopted by the London School Board, and that its peculiar feature is the large number of graduated scales of many sizes, with full directions for each. The subject is a somewhat mysterious one for an ordinary reviewer, but aided by knowledge which it is never very difficult to obtain, we may state that this little work will be very useful to all persons engaged in teaching or learning the art of knitting. The fact that it has already gone through three editions shows that it has stood the test of trial in the past, and it will doubtless supersede the more defective traditional knowledge which is all that most people have to trust to in this useful but somewhat difficult art of knitting.

A Complete Dictionary to Cæsar's Gallic War. By Albert Creak, M.A. Fifth Edition. Revised. London: Hodder and Stoughton.

The fact of a work of this kind having gone through five editions in the course of a few years proves that it has been found widely useful in schools: As Mr. Creake tersely puts it, "scarcely any author is more generally read at an early age in the study of Latin, and few require more elucidation. A large dictionary, however, bewilders a young learner, and is therefore practically useless, while the smaller works do not contain information enough." Here, in a small-sized book of 92 pages, the pupil will find a carefully prepared definition of every word in the seven books of Cæsar's Gallic War; and, not only this, but the translation of a large number of idiomatic phrases. There are two very useful appendices to the work, one entitled "Idioms and Phrases," the other "Hints on Translation."

English History Reading Books. Parts I. and IV. By Miss Yonge. London: National Society's Depository.

Part I. of this series is a capital history book for children, full of anecdote and racy descriptions of our English life from Alfred the Great to Queen Victoria. The work is pleasingly illustrated, and printed in large readable type, with numbered paragraphs. Miss Yonge has given here the Shaksperian account of Henry V.'s youth, regarding which a recent writer in the *Cornhill Magazine* remarks:—

"All that we know, and all that history teaches us, is, that at this very time, when Henry IV. is made to lament the shortcomings of his son, that very son was scouring Glendower's country, and winning golden opinions as the Lord Deputy of Wales. He was not wasting his substance upon dissolute companions, but, on the contrary, as we see from his letters to the Council, he was pawning his jewels and melting his plate to pay the arrears of his troops."

Part IV. of the English History Reading Books brings the series to its conclusion, recording the history of our country from the accession of Henry VI. to the year 1880. The chapters are plainly and clearly written, and the compiler does not attempt to give the narrative in minute detail. The work is well illustrated, and a number of pleasing poetical pieces are interspersed between the chapters.

Historical and Miscellaneous Questions by Richmal Mangnall. A New Edition. London: Hodder and Stoughton.

The original work by this title has been used in nearly every private school in the kingdom, and while it may be objected to, on the ground of the scrappy nature of the information contained in it, it may be justly be awarded the distinction of being the best of a class of works now rapidly becoming extinct in our schools. It cannot be expected that the ordinary young lady whose education is completed at the age of 17 or 18 in the boarding school, should leave the "seminary" with a profound acquaintance of the history of Greece and Rome, an accurate knowledge of heathen mythology, as well as the history and biography of her own country. It is surely better that she should have some general outline of the history of these subjects than be altogether in a state of ignorance regarding them. There is a wonderful comprehensiveness about this work, which compels our admiration. Roman, Grecian, French, and English History are here summarized in a very successful manner. The summaries of Ancient

and British Biography are very well done. Not much is said about the eminent men, but some leading circumstance connected with them is referred to, to fix the name in the memory. But for some such work as this, young ladies might grow up in ignorance of the names of the authors of "The Pilgrim's Progress," and "Paradise Lost." The revisers, in adding some names might have excluded others. Miss Elizabeth Ogilvy Benger for instance, we have never heard of outside this work, and such names as John Hoole, Thomas Jones, Andrew Kippes, Richard Kirwan, L. E. Landon, Richard Mead, &c., might well have been omitted. We have no fault, however, to find with the names that have been inserted in this edition, which include amongst others, Dickens, Wordsworth, Macaulay, and Palmerston. This edition of Mangnall is very tastefully illustrated by a series of portraits and historical scenes which will make it more attractive to its readers.

The History and Grammar of the English Language. By the Right Rev. C. H. Bromby, D.D., Lord Bishop of Tasmania. Revised and partly re-written by I. L. Reynolds. Second Revised Edition. London: Moffat and Paige.

In the preface to this work we are informed that, in its original form, it passed through about twenty-five editions, and that after it had gone out of print, a reprint was repeatedly asked for. The present reviser, therefore, obtained the Bishop's permission to draw up the work in a new form, using as much or as little of his work as she thought proper. The work seems to us drawn up with great precision and fulness, but it is a great pity that a conference of grammarians could not be held to decide on the classes into which they would divide adjectives and pronouns, and the other parts of speech and the names they would give to them. An inspector of schools in looking over a batch of scholarship or certificate papers, must be greatly puzzled by the number of diverse descriptions which different candidates would give of some of the words. We have here, for instance, in adjectives, such descriptions as adjectives of quality, or general adjectives, manual, indefinite, distributive, and demonstrative adjectives, while the numeral adjectives are subdivided into cardinal, ordinal, and multiplicative adjectives. Morrell's classification is different to this, and Latham and other grammarians would differ from Morrell. An ingenious pupil-teacher might describe an adjective in almost any silly form, and yet the examiner could not be sure he had not the authority of some writer on grammar to support him. We should, however, fail to give an accurate description of this work unless we mentioned that it follows the modern school of grammarians, and that it is emphatically a *working book*, or a *book to work from*. The original compiler and the present reviser are both teachers of very great experience, and it would be singular if a work issuing from such joint authorship, were not found admirably adapted for teaching grammar to students. The part of the work on analysis seems hardly done so well as the other, the example of analysis in the tabular form being wholly wanting.

THE LAMBETH CONFERENCE.

THE Report of the Twelfth Annual Conference of The National Union of Elementary Teachers furnishes some rather singular reading. It does not tend to strengthen in our mind the dictum of Solomon, that in the multitude of counsellors there is safety. The delegates comported themselves very often like the mixed multitude that came out of Egypt, and the result of their deliberations was the result of clamour and confusion. It needs no prophet to foretell that the time will come when these Conferences, unless their constitution is radically changed, will destroy the Union. We have no doubt that the

delegates are each and all inspired by a burning zeal for the welfare of the profession; but we are also equally well assured that they are alive to the benefit of a week's amusement and excitement at a distant town, the expense of which is defrayed by their fellow-teachers. They feel the benefits of the Union with a peculiar force while this holiday lasts; but nine months hence, when they have to pay the subscription to the Union, and the subscription to the local association to enable other delegates to attend, it will need all Mr. Heller's tabular arguments to convince them that the Union is worth the money it costs. Among the defects discoverable in their proceedings is a sublime indifference to the merest elements of ordinary calculation. They decided by a considerable majority to appoint an assistant-secretary to the Union, though Mr. Heller assured them he did not require an increase of directing power; and they must have been aware that an assistant-secretary could not be engaged under £200 or £250 a year. Yet although the expenses of the organisation at present exceed its income, the delegates were content to continue this miserable condition of financial embarrassment and actual impotence by only voting an increase of sixpence a year in the subscription. The membership is now somewhat under 12,000, and the increase in the subscription may be expected to lower this rather than increase it; but even supposing the number is maintained, 12,000 sixpences only amount to £300 additional. The greater part of this will be absorbed in the stipend of the new assistant-secretary, and thus we shall find in the present year, what we have found in the past, that the most animated and earnest discussions of the Executive Committee will be on the best way to meet and discharge their financial obligations. As the treasurer fittingly remarked, nothing "brilliant" can be done under such a state of things; but this is perhaps not to be regretted, since the Union is now suffering from its brilliant action in the past, when it voted with enthusiasm the establishment of a society for which it was impossible to obtain a quorum of members to transact the necessary business in Easter week. And yet we would not wish our readers to suppose that we consider the Conference acted foolishly in not more largely increasing the subscription. The Union, as conducted at present, is not worth more than three shillings per head to its members; indeed, many may think it is somewhat dear at the price. We have carefully looked through Mr. Heller's paper, from which it seems to us that the Union is only effectual in frightening the Education Department, Parliament, and the press. Whether these bodies are in quite such a state of abject terror at Mr. Heller and his associates, as he is pleased to suppose, is a matter which our readers will easy determine for themselves; and

whether all the improvements in the New Code have originated with the Executive Committee, which claims a "respectful equality" with Downing Street, may be just as summarily determined. What teachers acknowledge to themselves, and what Mr. Heller's careful tabular classification of arguments cannot refute is, that the Union is of no real actual good in any crisis that occurs. We put on one side, without discussion, any aid it may render in litigation; Mr. Heller's advice is free to members, but, like most things that cost nothing, it is worth very little. And we will say frankly that, if the Union was an organisation that encouraged litigation between managers and teachers, it would be a public nuisance requiring instant removal and destruction. But when the crisis comes what can the Union do? When the teaching body increases at such a rate, that for every vacancy there are forty or fifty candidates, it is pouring forth tall talk about the necessity of representation in Parliament, or carrying on exciting debates concerning the confiscation of private property in the Training colleges. Their only weapons are weapons of empty show and tawdry glitter; they have wearied the official that Mr. Heller describes with his full Christian names—"Anthony John Mundella" (to whom the Queen has granted the prefix of Right Honourable)—by crowding deputations upon him, and when Mr. Gladstone curtly refuses to talk to them, or be talked to by them, they are at their wits' end, and know not what to do. Deputations and memorials are their stock-in-trade. A deputation, if possible, for that includes acting and talking, and figures well in a report; but if the Minister is obdurate, and declines to meet the representatives of a body claiming "respectful equality" with a Department of State, then he will at least receive a memorial, although to the great celerity of the descent of such papers to the basket from which they are taken out for burial, some officials in the Education Department could testify if they pleased.

But it is easy to indulge in such negative criticism as this, and the officials of the Union may in all fairness demand of us what we would have them to do? Our answer is, that if they could be the means of obtaining some tangible good for teachers, less impalpable than the exaltation of the profession, or the obtaining of a royal charter, teachers would not grudge a subscription of five shillings, or even ten shillings, a year to support them. So long as the state of matters is such that an aged teacher, or a teacher prematurely breaking down in his work, is reduced to beggary, so long will teachers ask themselves, what good does the National Union do me? It is of no use sermonising about the importance of 'Thrift;' Mr. Smiles does that in his book better than Mr. Heller can in these reports; it is of no use expatiating on the glories

of a National Provident Society, which we suppose hardly includes fifty members; the great work to do, is to act upon the hint thrown out by Mr. Mundella, to take what the Government will give, and not wreck all by asking too much. The consideration that on the gaining of such a signal benefit a National Union might not be deemed necessary any longer, ought not to be allowed to weigh with the Executive Committee and its officials; here again, the blessed rule holds good, that in trying to save life, life is lost, while by risking the loss of it, it is really gained. Mr. Heller knows that teachers feel no gratitude to the Union at present, and by an ingenious system of tabular arguments, he tries to instil that tender sentiment into the minds of the members. It is possible, indeed, that a worn-out teacher, keeping body and soul together with difficulty, scarcely knowing to-day where to-morrow's bread will come from, may still be sustained by the inspiring recollection that Mr. Heller is a terror to the Education Department, and the Imperial Parliament; but the mind is strangely influenced by the wants of the body, and it is more probable that the sufferer is wasting his thoughts in vain regrets that in the days when money came to him with a greater freedom than it will again in this world, he did not put aside the shillings lavished on subscriptions to the Union, with other money still more needlessly spent to form the nucleus of a fund—to quote the language of the new Vice-President of the Union some ten years back—"on which to rely in time of need."

SCHOOL BOARDS FOR THE MONTH.

A SPECIAL meeting of the London School Board was held on March 28th, at which arrangements were made for members of the Board to attend the funeral of Sir Charles Reed. At the meeting on March 31st, resolutions of regret and sympathy were passed. Mr. G. Potter gave notice that he should move that the new chairman should receive a stipend of £1,500 a year.

At the meeting on April 7th, after a brief discussion, Mr. G. Potter offered to withdraw his motion for a paid chairman, but permission to do this was refused, and it was rejected by thirty votes to three. Mr. Heller then proposed, and Mr. H. Gover seconded, the appointment of Mr. E. N. Buxton as chairman, which was unanimously agreed to. Mr. Freeman was elected vice-chairman of the Board. The other business transacted at this meeting was not of great importance, and the Board at its rising adjourned till the 5th of May.

As a rule, school boards discharge the functions required of them in a fairly satisfactory manner. When a Board gets into such a state that the Department is obliged to threaten it with the penalties of a Board in default, it is generally a small country Board. Such a Board exists at Ludgvan, Cornwall, as our readers will see from the following paragraph, which we cut from the *School Board Chronicle*:—

The Board have received a letter from the Education Department calling attention to the exceeding and continuously unsatisfactory character of the inspector's reports from the district, dwelling upon the Board's neglect of duty, and warning the Board that, unless there is very quickly an improvement in the state of things, a decree of default will be issued, and a Board of paid members may be appointed at the expense of the ratepayers.

The following report of the proceedings at the St. Austell Board, Cornwall, is interesting, as showing the excessive strain produced on the system by hard work in schools, which is not lessened by the publication of such reports as these. There is nothing of any consequence in the matter which was the subject of discussion, but there are persons of a morbidly sensitive temperament, whom God has made so, to whom the publication of such a report would be distressing to the mind, and directly injurious to the health. Surely it would be possible for school boards to make arrangements, that such discussions as these, especially where nothing worthy of blame is found in the conduct of the teacher, should be withheld from publication in the local papers.

CORPORAL PUNISHMENT.

The headmaster (Mr. E. G. Dyke) applied, under a doctor's certificate, for leave of absence, the excessive strain of work and anxiety for several months having affected his head.

The Rev. R. Sampson said, under the circumstances, he hardly liked to call the attention of the Board to two or three cases of corporal punishment which had occurred in the boys' school during the past month.

Mr. Carlyon said there was one case which he and Mr. Lukes had gone to the school for the purpose of investigating, and he must say he did not think it was a case for complaint. There was a little mark on the back of the boy's hand, but not more than might be produced by ordinary caning.

Mr. Sampson said the boy's mother brought the boy to him and there was a bruise on the back of every finger, and she stated it was not the first or second time it had occurred. Then there was another case in which the boy had been beaten across the back of the hand.

Mr. Lukes: The boy we saw distinctly said he was not beaten across the back of the hand, but always on the palm.

Mr. Sampson did not say the boy was deliberately beaten across the back of the hand, but there was a bruise there, and it was not the way to punish boys. He believed the boy was troublesome.

Mr. Lukes: I should not be surprised if there was a bruise on the back of the boy's hand now, which was not done with a cane.

Mr Sampson said he was quite satisfied with Mr. Carlyon and Mr. Lukes' statement but whenever he saw a boy with a bruise on the back of his hand he should make it his duty to investigate the case, as it was not the proper way to punish a lad.

Mr. Dyke was granted leave of absence for three months, on condition that an efficient substitute was provided at Mr. Dyke's expense.

It appears that Leamington is to join the long list of towns that have their educational interests looked after by a school board. There seems to have been great irritation produced in the town by the announcement, if we may judge from the subjoined report of a preliminary meeting.

THE ELECTION.

On March 21 a meeting was held at the Pump Room to select candidates for the School Board. The Mayor (Alderman Bright) presided, and there was a crowded attendance.

Mr. Willes proposed, and Mr. J. Fell seconded, that it was desirable to avoid a contest.

Mr. Councillor Muddeman protested against those present dictating to the whole town.

Mr. Walmsley vehemently denounced the attempt to thrust a school board upon Leamington when the town possessed ample school accommodation. He suggested that the member for the division, Sir Eardley Wilmot, who was announced that evening to call the attention of the House of Commons to the way in which a school board had been forced upon Stratford-upon-Avon, should be asked to perform a similar duty for Leamington. The advocates of the Board said to the ratepayers, "Open your mouths and shut your eyes, and see what we will send you." He moved an amendment, "That no school board is required; that the meeting condemns the conduct of those who are trying to fix the Borough with a school board; and that the meeting leave the election of members to the burgesses."

The Mayor refused to accept Mr. Walmsley's amendment.

Mr. Gilbert deplored that the town was to have a school board thrust upon it at the behest of one individual.

The Vicar of Leamington vindicated himself from the charge of having held hole-and-corner meetings to settle the school board. He said the formation of a school board was owing to the conduct of the wealthy residents, who spent their money on fox-hunting, dinner parties, and other selfish indulgences, instead of supporting the education of the poor.

Mr. R. Bridcut regretted that the vicar had not told the meeting that, directly or indirectly, he had had nothing to do with forcing a school board on the town. He besought the burgesses to elect on the school board men independent of political and party spirit, and none who have on more than one occasion prostituted their ecclesiastical position.

The Vicar: I merely rise to thank you. There is not a Leamington man in this room who would have spoken like that.

The Rev. W. J. Woods denounced Mr. Bridcut's statement as ungentlemanly, unkind, and unwarrantable.

The Mayor spoke in the same strain.

On a division the meeting was about equally divided, and the Mayor declared Mr. Willes' proposition carried.

A proposition was also carried approving the nomination of the Vicar, and Messrs. Willes, Bowyer, Eagles, Newdigate, Francis, J. Greet, T. Thursfield, and V. Andrew.

The meeting was an uproarious one.

The first election of members of the school board was to take place on the 7th of April.

The Bradford School Board has forwarded to the Education Department a lengthy letter complaining of the stringent mode of examination adopted by Mr. Haslam, H.M. inspector of schools for the district. One of the speakers in the discussion that took place on the approval of the letter remarked, that "neither the teachers, the scholars, nor the Board had confidence in Mr. Haslam." Another remarked that "he thought

Mr. Haslam was a thoroughly conscientious man, but he set too high a standard in his own mind, and the Board had ground for saying that the examinations were not fair or just." Commenting on this remark, we venture the observation that some of the greatest calamities the world has suffered have been inflicted on it by thoroughly conscientious men.

"To the Secretary of the Education Department.

"23rd March, 1881.

"Sir,—I have the honour to acknowledge the receipt of the report of H.M. inspector on the Belle Vue School, dated February 12th. The inspection took place in September, 1880. This report contains statements on which the Board feel called upon to offer some observations.

"1. In reference to the instruction of the boys in animal physiology the inspector says: 'Many of the boys in the first stage of animal physiology had evidently received little or no benefit from the instruction, and the general results were very imperfect.' The Board venture to think that this remark is far too severe and sweeping, and that a fair examination of the boys would have shown that they had been carefully instructed in the subject, and had benefited much by that instruction. I enclose a copy of the questions set for the boys in the first stage of this subject. In the judgment of the Board these questions are much too difficult for boys of ten or eleven years of age, and who were only in the 4th Standard. They believe that any competent scientific teacher who has had practice in the teaching of science to children of this age will say that these are not suitable questions for such boys. It appears to the Board that these questions are hardly within the requirements of the syllabus set forth in the 4th Schedule of the Code. For instance, the first question deals with the mechanism of the knee joint and the movements of the leg, and according to the schedule the mechanism of the principal movements of the limbs is the subject of the second stage, and not the first. These questions seem more anatomical than physiological, and require more minute knowledge and greater powers of description than pupils can be expected to exhibit in the first stage. But if it be contended that these questions are within the letter of the syllabus, yet the Board conceive that they are not within its design and spirit.

"2. Speaking of the class subjects in the same school, the inspector says: 'The defects in grammar are serious, general parsing being very unsound indeed in all the upper standards, and the work of the 2nd and 3rd Standards showing too much inaccuracy.' The facts within the knowledge of the Board respecting the instruction of these boys in grammar lead them to believe that this statement of the inspector was not justified by the facts of the case, and they cannot resist the conclusion that the inspector either took much too high a standard in his questions, or that the examination was, in some other respects, unfair. In this case the Board have not, as in that of physiology, a copy of the questions put to the pupils by the examiner, and cannot, therefore, speak of their character, but they have means of forming a judgment as to the instruction of these boys in this subject which they think warrant them in protesting against the fairness of the report: (*a*) The Board employ a superintendent, Mr. Taylor, with an assistant, who regularly examine the work of their schools. Mr. Taylor is very competent for these duties, and has had large experience both as a teacher and examiner. The Board believe his examinations are more comprehensive and more searching than those of H.M. inspector, and are especially better adapted to ascertain the soundness of the knowledge imparted by the teachers. (*b*) Through Mr. Taylor's examinations the Board are well acquainted with the progress of the scholars in the various departments of their schools, and indeed of the different sections or standards in each. About two months before the inspection by H.M. inspector Mr. Taylor examines each department very thoroughly, and ascertains the percentage of passes in every subject in class subjects, as well as in standard work. (*c*) The results of several years' experience, and in respect of all our schools, have shown a steady relation between the results of Mr. Taylor's examinations and those of the Government inspector. The difference in the percentage of passes between the two examinations is not always the same, but Mr. Taylor's is usually from 5 to 10 per cent below the passes reached with H.M. inspector. In some exceptional cases, and as far

as they can ascertain, especially in class subjects, the difference is considerably more than 10 per cent. (*d*) Now the boys in the Belle Vue School passed 75 per cent with Mr. Taylor in grammar, about two months before Mr. Haslam examined the scholars. Between the two examinations the Board know the boys were assiduously instructed in grammar, and yet they not only did not pass as well with Mr. Haslam as with Mr. Taylor, but actually lost ground to the extent of more than 25 per cent. As the Board think they have good reason to believe that the boys were effectively instructed in grammar, and well up in the subject, they feel confident that there is a strong presumption, if not certainty, that the statements of the inspector do not fairly represent the attainments of these boys.

"3. The only cases where the scholars have not passed well with H.M. inspector in class subjects, when they have done fairly with Mr. Taylor, are the cases of schools where Mr. Haslam has taken the class subjects, and mostly in recent examinations. The Belle Vue Schools were examined in September, 1880. The inspector's report did not reach the Board until the middle of February. Had it come immediately after the examination the Board would have asked their Lordships for a re-examination of the school in physiology and grammar by an independent examiner. When the report came it was too late to adopt such a course.

"4. In his report on the junior school (Belle Vue), the inspector says: 'The master has not had a very adequate staff for most of the time.' The Board must express their surprise that such a remark should have been made by Mr. Haslam, and they believe there is no just ground for it. The staff in all their schools is much above the minimum prescribed by their Lordships. The Board allow one teacher for every thirty scholars up to 150, and then the proportionate strength is slightly diminished. I enclose a copy of the Board's scale of teaching staff. The staff in the junior department of the Belle Vue schools has always been in accordance with this scale, except at some short intervals, when a sudden change has taken place in the staff, or a large increase of scholars has occurred.

"5. The higher boys' school, Feversham Street, was examined last month, and although the report has not yet been received, the schedules have of course been returned. From these it appears the boys have done badly in specific subjects, botany and physical geography. In this case, as in that of physiology at the Belle Vue schools, the Board hold that they have good ground to complain of the severity of the examination and of the unsuitable nature of the questions. I enclose a copy of the questions set by Mr. Haslam in each subject in each of the three stages. In reference to physical geography, the Board submit that the questions are too difficult for the boys in the respective standards. In botany the questions may not be equally objectionable, but even here those in the first stage deal too much with the definitions of technical terms which are always difficult for young minds, and they also seem adapted to encourage teachers to give their pupils a knowledge of word rather than a knowledge of things.

"6. In reference generally to the questions set by Mr. Haslam in the specific subjects in the higher schools mentioned, the members of the Board have compared these questions with those set by the Science and Art Department for the May examinations in the elementary stages, and in the judgment of these members the questions set by Mr. Haslam are fully as difficult as those used in the May examinations in the same subjects. They may further observe that they have submitted those questions to a very competent teacher of science, who has had large experience in the instruction of candidates for the May examinations, and the judgment of this gentleman is that the questions set by Mr. Haslam are at least as difficult, and in some cases more difficult, than those used at the May examinations. The Board regard this fact as a conclusive proof that Mr. Haslam's questions are too difficult. The May examinations are designed for young men and adults, and not for boys in the 4th, 5th, and 6th Standards. Those candidates at the May examinations who are scholars in elementary schools must have passed the 6th Standard as a condition of their being examined. Moreover the questions set by Mr. Haslam in physical geography are much more difficult than other questions set by H.M. inspector in the same subject in other elementary schools.

"7. The Board are so much dissatisfied with the mode in which the boys in the Feversham Street School have been examined in the specific subjects that they respectfully ask their Lordships to allow the scholars to be re-examined by some

competent scientific gentleman who is practically acquainted with the teaching of science to children of eleven, twelve, and thirteen years of age. They would suggest that some independent examiner should be selected—a gentleman equally unconnected with the Bradford School Board and the Education Department.

"8. It is with much regret that the Board complain thus of Mr. Haslam's mode of examining their schools, but a careful consideration of facts brought under their notice in connection with Mr. Haslam's examinations, and especially during the last nine months, compel them to say they feel this is due to the teachers in their schools, to the scholars, and to the educational interests of the community at large. They do not simply object to Mr. Haslam's mode of examining the scholars in specific subjects in the higher schools, but they feel almost equally dissatisfied with his method of examining in class subjects in their ordinary schools. In the judgment of the Board, Mr. Haslam violates both the letter and the spirit of that paragraph in their Lordships' circular of general instructions to inspectors, dated 16th January, 1878, which declares that 'the main object of an inspector's visit to a school is to elicit what the children know and not to prove their ignorance. That object is entirely defeated if by a harsh, impatient, or indistinct manner of questioning the scholars, he frightens or confuses them, or if he puzzles them by fanciful or unreasonable questions.' The Board believe that many of Mr. Haslam's questions on class, specific, and other subjects are calculated to perplex and puzzle the children, and not to elicit what they known. Under this conviction the Board feel bound to say they have not confidence in Mr. Haslam's examination of their schools, not in the standard of attainment he requires, not in the suitableness of the questions he puts, and consequently not in the general fairness of his examinations. To the Board it seems desirable that some inquiry should be made as to Mr. Haslam's method of examining the Board schools in the subjects mentioned above. Might not their Lordships send down an experienced inspector who should look into the whole matter?—I have, &c.

"L. ARTHUR PALMER, Clerk of the Board."

The rivalry of board schools and denominational schools sometimes leads to unpleasant incidents that demand explanation. At the Elland Board, on April 5th, it was stated that the master of the board school declared his school to be quite full when an unpromising scholar presented himself for admission, but that he admitted a boy who applied to him two days later. Our readers will see the explanation that was given from the report that follows:—

REFUSING ADMISSION.

Mr. Musson said that a few days ago two boys went to the board school and were refused admission on the ground that the boys' school was entirely full. They were taken into the national school. A few days after that a boy named Willis went to the national school, and was admitted, and then he was taken away again. He was taken to the board school, and was admitted, after the other two boys had been told there was no room for them and were sent away. It was a matter of very small consequence to the national schools, except on this ground. If boys were to be sent away at one time because the schools were full, and a boy was to be admitted a few days after, then it came to this—when the schools were full it gave Mr. Worton the opportunity of sending to the national school all his black sheep, and that was a thing he (Mr. Musson) protested against entirely. Mr. Worton could weed his lot and make the national school suffer for it, and he protested against that kind of thing.

Mr. Dyson said it might clear up the matter if the board had knowledge whether Mr. Worton had lost a scholar or two in the interval.

Mr. Musson: Have you got the attendance there?

The Clerk: Boys, 164; that is the average attendance during the last month.

The Chairman: What are the numbers he can take?

The Clerk: 150.

Mr. Worton, the schoolmaster, on being questioned, explained that he refused

admission to all boys, but in the case in question he had admitted Willis at the direc request of the chairman of the Board.

Mr. Musson moved that no more children should be admitted as long as the school was full, remarking that he made no accusation against the master.

The motion was carried.

At the meeting of the Spalding Board on April 16th, two mothers were summoned to bring their boys before the Board for stealing the dinners of other boys. A poor boy named Bone lost his dinner on one occasion, and two guilty boys stole it and ate it. One mother refused to bring her boy, whereupon the other boy declared that the culprit who was absent "led him away."

Notices had been served upon Mrs. Brown and Mrs. Collison to bring their boys before the Board to receive a reprimand and a caution for stealing the dinners of children at the board school. Mrs. Collison and her boy attended, but Mrs. Brown refused either to attend herself or to allow her boy to come. It appeared that Collison, who is an exceedingly sharp lad, had been led away by the boy Brown, and had been induced by him to take the dinner of a boy named Bone on the particular day referred to.—The boy was cautioned as to his future conduct and dismissed.

NATIONAL UNION OF ELEMENTARY TEACHERS.

LAMBETH CONFERENCE—EASTER, 1881.

The Twelfth Annual Conference of the National Union of Elementary Teachers was commenced at Hawkestone Hall, Lambeth, on Monday, April 18th, at 2 p.m. After the standing orders for the Conference were voted, and a vote of thanks passed to the retiring president (Mr. Rankilor), the new president (Mr. Langler) took the chair, and delivered the president's address.

Mr. Langler, at the opening of his address, after a few introductory references, alluded to the present condition of the membership of the Union, upon which he made the following remarks :—

In 1870 our Union included twenty-six associations, with four hundred members. At our last Conference there were 291 associations, with 11,412 members. The *rate* of increase has necessarily diminished as time has advanced ; but it cannot be regarded as quite satisfactory that, whilst there are 36,332 teachers (five-sixths of whom are certificated) and 36,303 students and pupil-teachers in England and Wales, our numbers during the last year should increase only 480, making the actual membership of the Union (December 31st, 1880) 11,892.

Mr. Langler then referred to the subject of finance, which has of late occupied so much of the attention of the Executive Committee. He said the fear of an empty exchequer ought not to be felt. Their action should never be hampered for want of funds.

He then referred to the revision of the Code, which he thought need not be made every year. The character of the teacher came next under review, and he condemned the annual publication of the Black List, by which teachers are tried and sentenced by an illegal court in Downing Street.

The other subjects alluded to in the address, were those of pupil teachers, certificates, training colleges, and infant schools, needlework, registration, &c. The

address was hardly up to the average of the preceding years, but Mr. Langler, explained at the close of it that "it had been prepared amidst some difficulties, and by the aid of the midnight oil." The usual vote of thanks was carried with acclamation.

Mr. Heller then announced that the public meeting had fallen through, as it was impossible to get public men to work in London after such a session of parliament as they had had. The Lord Mayor, however, had invited them to the Mansion House on Wednesday afternoon.

The Eleventh Annual Report of the Union was then read. The first part of it relates to the efforts of the Union for the amendment of the Code. The Secretary remarks, "The reported proceedings of the deputation to the Vice-President, and of the Conference with members of parliament, show clearly the important influence now exercised by the National Union on educational legislation." In the same strain, apparently unconscious that a body possessing real influence would not be so anxious to insist upon it, the Secretary remarks in a later paragraph, that the Union defeated Lord Norton in his attempt to "lower the standard of education of public elementary schools." "The Executive congratulate themselves and the country that in consequence of the action taken by the Union, and by other friends of education, the false step which appeared imminent has not been taken, and the danger apprehended last spring, has, for the present passed away." The danger apprehended was, lest a Liberal government, suddenly succeeding to power by a triumphant majority, should give effect to a resolution, moved by a political opponent in the House of Lords, and carried by a Conservative majority. The other subjects alluded to in the report are compulsory education, registration of teachers, parliamentary action, corporal punishment. One paragraph of the report is worthy of notice, as showing the apathy of the local associations. The Executive Committee are compelled to adopt a tone of gentle remonstrance, which reminds us very much of Mr. Pecksniff.

2. ORGANISATION, GROWTH OF THE UNION.—In their last Report to the Conference the Executive took occasion to point out and to deplore the fluctuations which had become apparent in the success of some local associations. They have again to draw attention to this important fact, which seems to indicate in many cases a difficulty in securing the services of suitable officers and competent local secretaries. Had no associations been allowed to fall back in number during the year, the actual increase of members during the year 1880 would be no less than 1,274, instead of the net increase of 480 only. At the end of 1879 the Union consisted of 291 Local Associations, with an aggregate membership of 11,412. During 1880 eight Associations ceased to exist, and nineteen new Associations were added to the roll. As will be seen from the table at the end of this report, the Union, at the end of 1880, consisted of 302 Associations containing 11,892 members. The following table illustrates the membership and growth of the Union since its foundation in 1870:—

Date.	No. of Associations.	No. of Members.	Rate of Subscription.	Date of which Returns are made.	Place of Conference.
1870	26	400	No Payment.	Sept. 20th, 1870	London (1).
1871	48	2,120	1s. per member up to maximum of £5 from any Association.	March 31st, 1871	Birmingham.
1872	107	5,054		,, ,, 1872	Manchester.
1873	149	6,880		,, ,, 1873	Bristol.
1874	171	6,287	2s. per member.	,, ,, 1874	London (2).
1875	212	7,941		,, 18th, 1875	York.
1876	252	9,000		,, 31st, 1876	Liverpool.
1877	266	9,846		,, ,, 1877	London (3), (4).
1877	272	10,334	2s. 6d. per member.	Dec. 31st, 1877	
1878	298	10,957		,, ,, 1878	Plymouth.
1879	291	11,412		,, ,, 1879	Nottingham.
1880	302	11,892		,, ,, 1880	Brighton.

The Executive cannot consider the growth of the membership of the Union during the past four years as entirely satisfactory, particularly when it is compared with the increased number of teachers engaged in the elementary schools. This conviction led them to appoint an Organisation Committee, which, under an active chairman, has done a vast amount of work during the year. The results of this work, though not yet apparent, will become evident in process of time. For the information of Conference the action of the Committee is specially referred to. Its first duty was to ascertain the weak points in the organisation and the districts in which the Union was badly represented or unrepresented. For this purpose the "Form of Special Return," printed on page 81, was issued to existing associations. The manner in which this inquiry was responded to at once indicated a weakness in the tie between the Union and its branches—as 150 only out of the 302 associations then in existence *punctually* sent in their replies. By dint of repeated applications, involving unnecessary labour and expense, returns were at length received from 270 associations, leaving thirty-two from which no response has been yet received. It may be well to say, in passing, that this neglect of communications from the Executive has been still more strongly felt in reference to other matters, and demands a word of friendly remonstrance, as no less than 103 associations did not make any report on the all-important inquiry touching the "Re-casting of the Code." The replies to the Special Returns were tabulated by the Chairman of the Committee and presented in the form of a report, a summary of which is given on page of this report. The information obtained induced the Committee and subsequently the Executive, to propose certain alterations in the Rules of the Union, to issue a series of suggestions for the more successful working of local associations, and to revise the "Draft Rules for an Association," printed on page 58, which have been for several years sent out with Form 5 and inserted in the Annual Report as one of the "Standing Forms" of the Union. The subjects of "Rival Associations" and "Associations covering the same Area" have on several occasions come under the notice of the Executive, producing animated discussion. Under the existing rule 2 it is felt that the Executive have little or no control in this matter, and an alteration is therefore placed before the Conference which will confer upon the Executive a discretionary power in reference to the affiliation of local associations.

The Organisation Committee have also during the year prepared maps of the various districts of England and Wales in which every place containing an inspected school is marked, and the approximate strength of the Union in each district is indicated. This work, which has been undertaken in sections by the members of the Committee, and the other statistical and topographical information collected by them, will, it is believed, enable the Executive during the coming year to make a marked effect on the further development of the Union.

Seeing that it is owing to the efforts of the Union that Lord Norton's action in the House of Lords was defeated, and that injurious clauses in the Code are expunged, it may seem very ungrateful on the part of teachers not to support it more heartily. Not only is there not quite 12,000 members out of a total of 30,000, but these 12,000 will not send in their subscriptions without repeated solicitations. They possibly think that Lord Norton would have been defeated if there had been no Executive Committee, and that if he had succeeded it would not very much have mattered to them. We think our readers would like to see the paragraph dealing with retiring pensions. They will notice how very anxious the Executive Committee are that Mr. Mundella's advice should not be taken, by which every teacher would obtain a pension after his life's work is over. The Committee are afraid that a worn-out teacher of sixty or sixty-five might be troubled in his mind on receiving the annuity concerning "the ultimate effect of such arrangement on the relative position of the government and the teachers." However, we give the paragraph below.

RETIRING PENSIONS AND COMPULSORY ANNUITY FUND.—In the various communications with the Education Department on the subject of the Code, the Executive have, as already stated, renewed their representations on the subject of pensions. The practice of the Department in dropping for ever the unsuccessful cases of each half-

yearly award is, in the opinion of the Executive, highly prejudicial to the claims of many of the most deserving applicants, and calculated to frustrate the object Parliament had in view when resuscitating the Pension Minutes. The Executive hope that the House of Commons may be induced to enlarge the annual sum voted for pensions, and that the Department may modify the regulations in such a manner as may remove the inequalities now evident in the award of retiring pensions. At an interview between the officers of the Union and the Vice-President of the Council last December, a question was put to your representatives respecting the feasibility of a compulsory annuity scheme, by which the payments of teachers might be supplemented by the Government. No definite reply could be given on behalf of the profession; but the fact that a Provident Society had been already established in connection with the Union was brought before Mr. Mundella, and subsequently its rules and tables were submitted for his information. At a meeting of the Borough Road College, shortly afterwards, the right hon. gentleman alluded again to the same topic, and considerable attention has since been given to the subject by the teachers in various parts of the country. The Executive are of opinion that the profession must not hastily commit itself to an acceptance or rejection of the suggestion, but that the probable ultimate effect of such an arrangement on the relative position of the Government and the teachers should be thoughtfully considered. Immense advantage would undoubtedly be secured if "thrift" became general among teachers, and all were enabled to secure themselves against penury and want in sickness and in their declining years; but it may be well for elementary teachers to consider whether it is necessary or prudent to invoke the assistance of the Government in securing the benefits of a general scheme of pensions.

A "brief epitome of the year's work" brings the report to a close, and it is noticeable that in this epitome the death of the Rev. John Rodgers occurs, as though in some way the Union were instrumental in causing that sad event.

The Treasurer, in bringing in his report, said that "in financial matters we seem to have taken a new departure, since, for the first time in the history of the Union, the income for the year has been exceeded by the expenditure." We give the first and last paragraph of this report, which are very significant:—

I am glad to be able to congratulate you on an increased income and on increased activity as measured by the expenditure. I would, however, point out that in financial matters we seem to have taken a new departure, since for the first time in the history of the Union the income for the year has been exceeded by the expenditure. In 1879 we relieved ourselves of a debt to the amount of £134 5s. 4d., while at the end of 1880, with 400 more members, we find ourselves £50 more deeply in debt than at the beginning of the year. A comparison of the two balance sheets will show an increase of expenditure on almost every item.

You will be called upon at the Conference to discuss several questions intimately connected with finance. You will, in all probability, affirm the desirability of incorporation by royal charter, which, *if unopposed*, will cost between £200 and £300. No association has suggested how the cost is to be met. We have not a bulky balance lying idle at the banker's, and, if you are practical, you will provide the means. In your deliberations on the appointment of an Assistant Secretary, the purchase of the *Schoolmaster*, or the establishment of a new organ, the desirability of a 'Teachers' M.P., and an increase in the number of provincial members on the Executive, I trust your enthusiasm will be equalled by your discretion.

The total expenditure for the year was £1,847, and to meet this £72 had to be borrowed from the Reserve Fund. A long discussion took place on the financial condition of the Union, several members suggesting that the Annual Report should be curtailed.

At the second session of the Conference, on Monday evening, Mr. E. W. Moore, M.A., read a paper on "The Teachers' Registration Bill," in which he condemned the proposition to set up a barrier between private teachers and certificated teachers. After the discussion which took place on this subject, in which the views of the paper

were strongly insisted on, the Vice-President for the ensuing year was elected. The largest number of votes was polled by Mr. Sykes, who made a suitable acknowledgment of the compliment that had been paid him.

It was then proposed that an Assistant Secretary be appointed. Mr. Moore said that "in the event of Mr. Heller's illness, or death, there would be a temporary collapse of the Union." Mr. Lloyd, however, "protested against it going forth to the world that the Union consisted of Mr. Heller." In the end, the motion in favour of the appointment of an Assistant Secretary was carried, there being 3,720 votes of members recorded as in favour of such a proposal, and 2,752 as opposed to it.

On the opening of the third session on Tuesday morning, at 9-30, the President made an allusion to the death of Lord Beaconsfield, which had occurred a few hours earlier. A discussion took place on the duties that the Assistant Secretary should have to perform; and it was strongly insisted on by many delegates that the work of the funds should be separated from the work of the Union. A resolution, in accordance with this view, was passed by a large majority.

The Rev. E. F. Maccarthy, of King Edward's School, Birmingham, then read a paper on "The Defects of the Code." He said they looked forward to the present administration for the following reforms:—

1. The abolition of payments on the examination of the individual scholar.
2. The withdrawal of the regulation which makes 250 attendances a condition antecedent to the examination of a scholar.
3. The re-modelling of the scheme of class grants.
4. The reduction of the clerical work required from the teacher in the shape of returns and forms for Departmental and statistical purposes.
5. The re-organisation of the inspectorate.

The paper, which was an able one, was frequently applauded. Deputations from Scotland and Ireland were then received, and the usual speeches made.

The subject of an increase in the subscription to the Union was next considered, Mr. Davies moving that it be advanced from half-a-crown to five shillings. It was asserted, in opposition to this, that country teachers could not afford to pay it. It was ultimately decided to raise the subscription by a sum of sixpence, making it three shillings per member for the year.

The President then declared that the following teachers had been elected on the Executive Committee:—

Mr. J. W. Grove	5,626	Mr. H. Maidment	3,677
„ E. B. Lethbridge	5,309	„ J. Russell	3,653
„ J. H. Devonshire	5,179	„ G. Girling	3,417
„ T. N. Day	4,982	„ T. R. Pitt, B.A.	3,333
„ J. Scotson	4,928	„ H. Clark	3,154
„ R. Wild, B.A.	4,566	„ C. Wilson	3,119
„ W. Bagot	4,491	„ G. Hamilton	3,056
„ J. J. Graves	4,373	„ G. J. Sneath	2,992
„ E. W. Moore, M.A.	3,767	„ C. Smith	2,943
„ S. B. Tait	3,945	„ W. Crowther	2,902
„ W. Gardner	3,871	„ J. J. Cutler	2,759
„ H. J. Moore	3,767	„ T. Baldwin	2,522

In the fifth session of the Conference, on Wednesday morning, Mr. Heller read a paper on "The Policy of the National Union of Elementary Teachers." Mr. Heller argued that the National Union had a real policy, and he mentioned numerous objects

to the attainment of which their efforts were directed. He saw no justification for a depreciatory tone, for Parliament, the Education Department, and the press were becoming very much afraid of the Union.

I can see no justification for the depreciatory tone adopted by some of the professed friends of the Union, a tone eagerly caught up and intensified by its enemies. This is not the tone of those who regard us from the outside. To Parliament, to the Education Department, to the press, we do not appear as a feeble organisation with weak purposes and no influence, but rather as a strong educational and professional force of sufficient magnitude to demand careful watching and possible regulation, lest its influence should become too powerful to be compatible with public interests. Probably the mean between these extreme views represents the true value of the work of the Union.

It seems to please Mr. Heller to dilate on the extreme importance of the organisation of which he is practically the head. He certainly believes what he says to be true; but his remarks will be highly amusing to Sir Francis Sandford, who probably is aware what amount of real influence the Executive Committee has exerted in modifying the Code. Even the delegates who listened to the paper must have been convinced of the absurdity of the Executive Committee of the Union claiming "respectful equality" with the Education Department. "Anthony John Mundella" himself, as with Quaker-like simplicity he is described, must feel inclined somewhat to restrict his urbanity, when he sees that it gives rise to pretensions so manifestly ludicrous as this:—

In its connection with the Education Department the Union has pursued a policy of dignity and respectful equality. No favours have been asked for from those charged with the administration of State education. Justice, simple justice, has ever been our demand, whether as regards the granting of pensions, the appointment of inspectors, the right of appeal, our influence on the Code, or any other of our demands. The result of this method of procedure is that the Union, as the recognised mouthpiece of elementary teachers, stands second to no other public body except Parliament in its influence upon the Education Department. Gradually we have been recognised as an important educational body, whose opinions must, as a matter of course, be taken into consideration. Mr. Robert Lowe once told the representatives of the teachers, who in 1862 complained of being deprived by him of a large portion of their income without notice and *without their consent*, "That their complaint reminded him of Turgo asking the chickens with what sauce they preferred to be served." I can scarcely believe that even Lord Sherbrooke, if again installed as Vice-President, would venture now to repeat that scornful sneer. Since the formation of the Union we have seen Mr. Forster receiving our representation and acknowledging the weight of the opinions; Lord Sandon, courteous and sympathetic, removing, by the re-establishment of the Pension Minutes, a part of the injustice worked by Mr. Lowe; Lord George Hamilton, also courteous, but impulsive and unsympathetic, involuntarily admitting the Right of Appeal for Teachers by himself asking Parliament for a committee to revise a decision of his own Departmeut. And now Anthony John Mundella, who, for years, has proved himself anxious to give to the views of teachers their full share of influence, receiving your deputations in no perfunctory manner, but with the distinct purpose of ascertaining, by conference and discussion, our views on the leading educational topics of the day.

Mr. Heller still pursues his theme until it becomes tiresome by repetition. He gravely tells us that "the New Code has been improved from year to year, chiefly in consequence of the discussion on the subject in the meetings of local associations, and the direct action of the Executive upon Parliament and the Education Department." He says we can tell what the Union has done by comparing the New Code of 1880 with that of 1870. One would think, judging by his language, that the Inspectors of Schools had exerted no influence whatever on the reconstruction of the Code. Mr. Heller only glances at the Pension Question. He says "the first great effort of the

Union to secure a general scheme of retiring pensions, was frustrated by the want of unity amongst teachers themselves; their second effort made to secure some measure of justice to the older teachers was successful." We think Sir Francis Sandford could very likely throw some light on this matter, and inform us whether, in granting the pensions to the older teachers, the Department did not stipulate that the Union itself should provide the means by which the younger teachers should receive retiring allowances. The National Provident Society came into existence at this time, concerning which we read that the third general meeting of the Society which should have been held on Thursday, April 21, had to be deferred, as a quorum of members was not present. We have always indignantly protested against the manner in which the Pension Question was put on the shelf at this time. The Executive Committee, consisting mostly of teachers certificated before 1861, accepted Lord Sandon's offer of a pension for themselves, and left the general body of teachers to take care of themselves. Perhaps we ought in fairness, to give below Mr. Heller's brief recapitulation of "the results of our policy," calling special attention to paragraph No. 8, which would be more effective if he would deign to inform us of the exact number of teachers, who have secured themselves against need in times of sickness and old age by means of the Provident Society, or even if he would state whether he has availed himself personally of that inestimable benefit.

I shall now briefly recapitulate the results of our policy, referring members to pages xxviii. and xxix. of the Report for 1880 for a more complete statement of them.

1. It has provided a machinery for ascertaining the opinions of teachers on points affecting the progress of education or the welfare of the profession, and it has become the medium for giving public utterance to the collective opinions thus obtained.
2. By its Conferences, and the meetings of its local branches, it has harmonised the opinions of teachers, given greater breadth to their views, and fitted them to take their share in the public discussion of educational topics.
3. It has given to the great body of public elementary teachers a corporate existence, and thus enabled them to exercise a legitimate influence on public opinion.
4. It is the recognised channel of communication between elementary teachers and the Education Department, and it provides the means by which teachers may exchange views with other educational bodies.
5. By its general action, and by the publication of its proceedings in the educational papers and the public press, it has done much to extend a knowledge of educational matters, to create in the minds of the public a fairer estimate of the teacher's work and position, and to promote a sound and practical system of education.
6. It has been the means of securing a revival of the Pension Minutes of 1851 and 1860, by which a sum of £6,500 is annually voted by Parliament for the benefit of the older teachers.
7. By the action of the Union many improvemants have been introduced into, and many objectionable clauses have been removed from, the Government Code; while recently the main principle of the Revised Code (the so-called payment by results) has been attacked and its unsoundness exposed.
8. It has established, for the benefit of the scholastic profession, Provident Benevolent, and Orphanage Funds, thus affording recognised channels for the charity of teachers, and a means by which, with ordinary care and thrift, all members of the profession may independently secure themselves against need in times of sickness and old age.
9. It has drawn attention to, and is now watching the action of Parliament and the Education Department on the following important subjects: (1) Means of Appeal; (2) Certification of Teachers; (3) The Appointment of Inspectors; (4) Supply of Teachers; (5) The System of Payment by Results; (6) Revisal of Pension Minutes, &c.

10. Valuable legal advice and assistance are rendered available to members who need it. Oppression has been resisted, and the pecuniary rights of many members have been successfully defended.
11. It has affirmed the desirability of representation in Parliament.

With respect to the last point enumerated above, I must say the means placed at the disposal of the Executive are in no sense adequate to give effect to that point in our policy.

Our readers will remember that when the question of Parliamentary representation was discussed at the Executive Committee a month or two ago, we committed ourselves to the statement that, six months' hence, it would be relegated to the category of visionary projects. Mr. Heller speaks of it as "the only one dormant point in our policy," but he has found it convenient to forget all about the "Training Institution under the control of the Executive," a scheme of which he pledged himself to bring before the Executive Committee. Perhaps Mr. Heller would also say whether the officers of the National Provident Society would not now be very glad if that moribund organisation had not lain dormant in its inception. Mr. Heller incidentally admits the justice of our criticisms on the subject of Parliamentary representation, when he says, "I think in future it would be well that the adoption of principles and the provision of means for carrying them out, should be made simultaneously, as a dormant policy does not usually reflect dignity on the body adopting it." An animated discussion followed the reading of the paper, the members of the advanced party taking an active part in the discussion.

Sheffield was then fixed upon as the place where the next Conference should be held. Mr. Girling withdrew his resolution on Parliamentary representation, but Mr. Birkby remarked that they had a direct representative in Parliament in the person of Mr. Alderman Storey, M.P., recently elected for Sunderland, who was a Durham-trained certificated teacher. He trusted the Executive Committee would make use of him; but possibly Mr. Storey himself might have something to say to that.

The subject of training colleges next came before the Conference, and a resolution in favour of a Conscience Clause was moved; but the previous question was carried against it by a large majority. A further attempt was made to carry a proposition in favour of compelling Church Colleges, or Dissenting Colleges, or Roman Catholic Colleges to admit teachers in order of merit, but an amendment to this was carried, simply instructing the Executive Committee to bring the present state of things to the notice of the college authorities.

The annual dinner took place on Thursday evening at the Langham Hotel, and the Lord Mayor held a reception on their behalf on Wednesday afternoon at 3 p.m., when the teachers were addressed by the Rev. Canon Fleming, the Lord Mayor's chaplain.

The sixth session of the Conference was opened on Thursday morning, and a considerable amount of time was taken up with alteration of rules. A feeling seemed to exist that associations should consist of teachers only, and one delegate (Mr Clough) observed that "the domination of the outside element of the clergy, inspectors, &c., was so great as even to affect the deliberations at the Conference." This tone, however, was very generally condemned by the meeting, and several members bore witness to the sympathy of the clergy with teachers in their work, the late Rev. John Rodgers being especially mentioned. There was a good deal of confusion in the subsequent discussion of the alteration of rules, and no business of importance was transacted. The Conference was brought to a conclusion by the passing of the usual votes of thanks.

The National Schoolmaster.

SUMMARY.

AT the first meeting of the recently elected standing Committee of the National Union, some discussion took place upon the noise and disorder which characterized the proceedings at the late Conference. Those who were selected by the Chairman spoke at full length; those whom the Chairman did not see, resorted to noise, and "unparliamentary expressions."

Mr. Pitt said that, when he saw the statement that the large number of new representatives interfered with the business of Conference, he thought it his duty, as far as possible, to verify the statement. He had looked out the number of times representatives had spoken at previous Conferences, and had arrived at the conclusion that there were no sinners like the old ones. The speeches were almost entirely monopolised by those who had frequently spoken in previous Conferences.

Mr. Maidment understood that the disturbances in the Conference did not arise so much from the speakers as from the noise in the room, and the unparliamentary manner in which representatives showed their disapproval of the opinions expressed.

Mr. Greenwood thought the Conference was too large for a deliberative assembly. He suggested that the number of representatives for each association should be limited to five. The reception of the report was agreed to.

Mr. Heller said it would be desirable to secure the votes of M.P's. against Lord George Hamilton's motion on the Goffin case, when it came on for discussion. Mr. Greenwood was afraid that this would look like expressing an opinion that Mr. Goffin was innocent.

The whole system of human morals and manners is being overturned in this revolutionary age. Among other wholesome maxims, none is more generally forgotten than the old fashioned precept, "mind your own business." The "hare-brained chatter of irresponsible frivolity" is becoming a public nuisance in educational as well as national politics. We have had sitting lately a "Conference on Code Reform." The Conference is a self-elected body. Mr. Mark Wilks is the Chairman, with Mr. MacCarthy and others for supporters. These unwise persons, having manifestly a great deal of leisure time at their disposal, have devoted their energies to the drawing up of a new Educational Code, about as foolish a piece of work as we have ever seen. It is constructed on scientific principles, and has been solemnly committed to the hands of Mr. Mundella to be issued by him in the coming autumn as the Government Code. It would be a sheer waste of space to transcribe these foolish tables in their entirety. We give below what these self-constituted revisers are desirous should be learned in elementary schools in the subject of geometry.

Art. 19, C. 1. Subject.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
OBJECT LESSONS. DIVISION A. STANDARDS I., II., III. — PRACTICAL GEOMETRY, STANDARDS IV., V., VI.*	Accurate description and discrimination of the Square, Rectangle, Cube, Rectangular Prism, Circle, Cylinder, Sphere, Semicircle, Hemisphere.	Simple cases of the generation of plain Figures by Sections of Solids; as the square, rectangle, parallelogram, as sections of the square prism; circle and ellipse as sections of cylinder. All plane sections of sphere are circles. A cylinder touches a plane in a line, a sphere touches a plane in a point. Tangent-planes as limiting cases of sectional planes.	Simple cases of the generation of surfaces by the translatory motion of lines; and of solid figures by the translatory motion of surfaces.	Simple cases of the generation of surfaces of revolution. Solids of revolution generated by revolution of rectangle, circle, or other simple closed plane figures about an axis in their own plane. Cylinder and cone generated by motion of a straight line.	Simple construction with straight-edge and set-square. Method of assigning points by reference to two fixed axes at right angles. Children to lay down points thus on squared paper (Architects' "section-paper," or a "cross-ruled" exercise book). The straight line as *locus* of points fulfilling the common condition $y = a + bx$.	Constructions with straight-edge and set-squared continued. Curves plotted on squared paper, from equations of first or second degree; also from results of observations accessible to children; *e.g.*, daily or hourly readings of a thermometer hung up in the schoolroom; or thermometric or barometric readings given in the daily paper; or of the height of the end points of minute and hour hands of school clock above lowest point of clock face, from measurements taken every five minutes.
	Formation of larger Cubes and Squares, by putting together small Cubes and Squares. Formation of *simple* solid or plain Figures (*i.e.*, Figures without re-entrant angles) by putting together Cubes or Squares. Number of small Cubes or Squares, required to make a given simple Figure, estimated from the length of edges. Number of Cubes required not to exceed 64; number of Squares not to exceed 100.		Easy cases of the generation of curves other than the circle by simple mechanical means: *e.g.*, ellipse, cycloid.	Areas of rectangles, parallelograms, and triangles to be estimated from measurements of bases and altitudes, results to be verified by folding or cutting figures drawn on paper.	Volume of rectangular solids from linear dimensions.	Easy calculations of areas and volumes involving knowledge of area of circle in terms of radius.

Art. 19, C. 1. Subject.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
DIVISION B. STANDARDS I., II., III. — MECHANICS, WITH RUDIMENTS OF PHYSICS AND CHEMISTRY, STANDARDS IV., V., VI., AND VII.	Easily observed properties of familiar solid bodies: *e.g.*, weight-hardness, pliability, elasticity, tenacity. Common processes in which these properties are exhibited. — The children should be able to give examples of the selection of materials for familiar uses, because of the great or small degree in which they possess such properties.	Distinctive properties of Solids, Liquids, and Gases in relation to shape and bulk. Further properties of matter: impenetrability. Proofs of impenetrability of air (by diving-bell, &c.). Degrees of solidity and fluidity; plastic solids, viscid liquids. Fusibility, solubility, combustibility. Bending, twisting, stretching, squeezing. — Children to give familiar examples as before.	Weight in connection with bulk; specific gravity, or heaviness. Simple methods of finding the bulk of irregular solids (*e.g.*, immersion in water contained in a glass vessel, and noting how much the surface of the water is raised). Subjects of Standards II. and III. continued.	Matter of all kinds resists change of motion. Resistance to change of motion, considered as a property of which bodies may have more or less, is *inertia*. Whatever can overcome inertia, and so change motion is *force*. Weight considered as a force. Rate of motion: *velocity*. Quantity of motion: *momentum*. *Work* done in raising heavy bodies. Working power of falling water, &c. Equality of work of power and weight in "Simple Machines" in equilibrium and without friction. Reference to familiar examples whenever possible.	Subjects of Standard V. continued. Very simple numerical examples on motion with uniform and uniformly *accelerated* velocity. Rectilinear motion of bodies under influence of gravity. *Pressure* in liquids and gases. Distinctive properties of solids, liquids, and gases in relation to pressure. Pressure due to weight of liquids and gases. Floating bodies. Equilibrum of fluids. Atmospheric pressure, as illustrated by barometer, pumps, &c. First notions of Chemistry of Air and Water.	Force estimated numerically by the rate at which it can generate momentum. Numerical measure of force due to weight of a pound or other known mass. *Energy*. Work in wider sense. Loss of mechanical energy by friction, &c. Mechanical equivalent of Heat. Temperature: thermometer. Measurement of heat. Expansion: fusion; evaporation. Chemistry of Air and Water more fully. Combustion of ordinary fuel, oxidation of common metals. Alkalis and commonest acids and salts.

GENERAL NOTE.—It is to be understood that the object of the instruction here indicated is rather to cultivate in the children geometrical conceptions than to teach them geometry. They will, therefore, not be expected to show more than a practical or mechanical acquaintance with the subjects enumerated. Abstract geometrical relations will be introduced only in so far as they may be needful for accuracy of statement.

We are not surprised to find that this was too much, even for Mr. Mundella; and he proceeded to read the deputation (which waited on him on the 23rd May) a lecture on the general ignorance of the English people, giving a strong hint that he, and the permanent officials of the Department, could draw up a better Code than that.

Mr. Mundella said the recommendations of the deputation were based on scientific improvement, and would afford the Privy Council valuable aid. In the first place they must consider the low standard which satisfied the great majority of English people; and public opinion was still very much below that which the elementary education ought to be in this country. To show the deputation how the Code had to be adapted for limited teaching to the mass of children, he mentioned that of the 584 unions, 402 had the fourth standard for total exemption. That fact showed the small proportion left on which to confer the higher education. It was far better that what was done was thoroughly done than attempt too much and not have it performed efficiently. Better to teach a few scientific subjects well. If they taught many they were ill-taught. All children ought to be taught geography, so as to know where our British possessions were situated. The permanent officials of the Privy Council laboured seriously hard to bring out the best works that could be devised; and he hoped, with the aid of gentlemen like those before him to succeed in bringing out a code that would be worthy of the country, and would not only quicken education in large towns, but every village school and every other and more ambitious school throughout the kingdom.—After a few words from the Lord President, the deputation thanked his Lordship and Mr. Mundella for their courtesy, and retired.

Prince Leopold has been raised to the peerage by the title of Duke of Albany. The *Standard*, in an article on the subject, gives a sketch of the former personages who have bore that title.

In conferring the Dukedom of Albany upon her youngest son the Queen pays a graceful compliment to her Scottish subjects. Albany is only the modernised form of "Albainn," the old name for the Highlands of Scotland. Some hold that it is closely allied to the term *Albiones*, which was applied generally to the inhabitants of the British Islands by the earliest geographers. Probably because a large portion of the Celtic population were ultimately pushed away into a corner of the north-west of Scotland, the name which from time immemorial they had given to the whole country came to be limited in its application to the particular locality into which they were driven. The first Dukedom of Albany was conferred on the brother of King Robert III. of Scotland, who was at the time Regent, by an Act of a Scottish Council which met at Scone in 1398. Since then the title has never been borne save by a Prince who stood very near the throne. After being forfeited in the person of the son of its first holder, it was bestowed on the second son of King James II. of Scotland. It became extinct in the next generation; but was subsequently revived by being granted to Henry, Lord Darnley, to Charles I., to James II., who during their infancy were both known as Dukes of Albany, and to Prince Frederick, the second son of George III., the last holder of the title. The "Young Pretender" called himself the Comte d'Albanie, and he conferred the title of Duchess of Albany on his daughter.

In an article in the *Educational Chronicle* of May 21st, prominence is given to Mr. Ruskin's opinions on the subject of teaching children morality. As they cannot be too widely disseminated among teachers, we give below a part of the article which describes them:

"For morality they (the children) are to be taught gentleness to all brute creatures, finished courtesy to each other, to speak truth with rigid care, and to obey orders

with the precision of slaves." Mr. Ruskin believes that a healthy body is one of the first requisites of living a life of rational enjoyment. He therefore wishes athletics, and, in his ideal state, riding or sailing, to be taught to all boys. Also, he would have taught "The laws of health, and exercises enjoined by them. . . . Riding, running, all the honest personal exercises of offence and defence, and music, should be the primal heads of this bodily education. . . . Next to these bodily accomplishments the two great mental graces should be taught—reverence and compassion. Not that these are in a literal sense to be 'taught,' for they are innate in every well-born human creature, but they have to be developed, exactly as the strength of the body must be, by deliberate and constant exercise. . . . To teach reverence rightly is to attach it to the right persons and things—first, by setting over your youth masters whom *they cannot but love and respect* (surely this is one of the principal means of religious education); next, by gathering for them, out of past history, whatever has been most worthy in human deeds and human passion, and leading them *continually to dwell upon such instances*, making this the principal element of emotional excitement to them; and lastly, by letting them justly feel, as far as may be, the smallness of their own powers and knowledge as compared with the attainments of others." Compassion, on the other hand, is to be taught chiefly by making it a point of honour, collaterally with courage, and in the same rank (as, indeed, the complement and evidence of courage), so that, in the code of unwritten school law, it shall be held as shameful to have done a cruel thing as a cowardly one. All infliction of pain on weaker creatures is to be stigmatised as unmanly crime; and every possible opportunity taken to exercise the youths in offices of some practical help, and to acquaint them with the realities of the distress which, in the joyfulness of entering into life, it is so difficult, for those who have not seen home suffering, to conceive. Reverence, then, and compassion we are to teach primarily, and with these, as the bond and guardian of them, truth of spirit and word, of thought and sight—truth, earnest and passionate, sought for like a treasure and kept like a crown. This teaching of truth as a habit will be the chief work the master has to do, and it will enter into all parts of education. First, you must accustom the children to close accuracy of statement—this, both as a principle of honour and as an accomplishment of language—making them try always who shall speak the truest, both as regards the fact they have to relate or express (not concealing or exaggerating) and as regards the precision of the words they express it in, thus making truth (which indeed it is) the test of perfect language, and giving the intensity of a moral purpose to the study and art of words; then carrying this accuracy into all habits of thought, and observation also, so as always to *think* of things as they truly are, and to *see* them as they truly are, as far as in us rests. And it does rest much in our power, for all false thoughts and seeings come mainly of our thinking of what we have no business with, and looking for things we want to see instead of things that ought to be seen. Do not talk but of what you know; do not think but of what you have materials to think justly upon; and do not look for things only that you like when there are others to be seen.

At the Teachers' Conference on Temperance held in the Jerusalem Chamber of Westminster Abbey, on April 21, Dr. W. B. Richardson made the following remarks:—

Dr. Richardson: It is now four years since I had the pleasure of addressing an audience like this, and since that time my mind has been directed more than ever to the schoolmaster and the schoolmistress. Since that time I have had the honour of being elected upon the London School Board, and education has therefore come more thoroughly before my eyes, and I have come to the conclusion which I then expressed, that the profession to which you belong is of all others the profession of the future. I am quite sure that the three great professions which are signalised under the names divinity, law, and medicine, cannot hold the same place in the future that they have held in the past. My profession is doomed to die out gradually by the very fact of its existence as a teacher and an educating profession. So when those who administer the law begin to codify the law then that profession also will gradually pass away. I

won't say a word about the other profession, but I can see a day when every man will be a minister to himself, when every house will represent a church, and every father of the house be its minister. But yours must remain. We must all lapse into your profession of teacher. As regards this question, I feel distinctly that the meeting we had four years ago did great good. I believe we can trace, as we observe the course of events, the daily-increasing influences of the schoolmaster and schoolmistress in the teaching of temperance to the young. There are certain truths which have been so widely taught that they are unnecessary to press farther. Many sophistries have been removed with regard to this agent, for every schoolmaster and schoolmistress in the kingdom has attained to the truth with regard to the simple physical action of this agent upon the body. I need not dwell here upon what has been proved again and again till I am now tired of adducing proofs that alcohol is not a food, does not produce warmth, force, capacity of intellect, or prolongation of life. All these fallacies are exploded; but there are nowadays subtler arguments brought forward against converting the nation to what we call total abstinence. I had sent me a few weeks ago—a paper which I very much esteem, and which has an enormous circulation—the *Family Herald*. In that paper we constantly find discussed this question of total abstinence, and, while the physical laws I have referred to are never denied, there are those peculiarly subtle side arguments brought in by some very clever writer in that paper, by which people are led to think that total abstinence is not at all the question to be considered, but something else; that certain changes have to be made in regard to the constitution of man and moral law and order, which if carried out, would supersede all necessity for teetotalism. In this article the writer says that teetotalism is a mistake, and that it does harm rather than good. He says—We admit drunkenness and all its evils, but this turns not on the fact that there is the agent alcohol there, but on three lines—First, that there is a general custom of drinking too much. Mothers let their children have too much to drink in the way of slops, and thus a course of drinking is commenced which in later years leads to a consumption of more potent drinks. Secondly, in our present artificial life as they get into manhood and womanhood they find that the taste for drinking becomes a taste for drinking something that has a specific effect because the stimulant is required. This is not required (says the writer) because of the alcohol, but because the necessities of life call for it; hence we must not blame the alcohol, but lay all the fault on the necessity. Thirdly, he says: I speak of the confirmed drunkard who drinks, not because of the spirit, but to quiet conscience. He finds his relief in alcohol, and he takes it. Then the writer begins to moralise on what is done. It is no use to preach total abstinence, which does mischief. We must teach mothers not to allow their children to drink so much fluid, and teach the overworked that stimulants taken in excess will do them harm, though they may take a little. We must go to the sources of degradation of the last class, and, letting the agent alcohol remain just where it is, we must by these external means remove drunkenness from the nation. That is the argument. Is there any solidity in it at all? The explanation all lies in this, that the agent which is the producer of everything is put expressly aside that something else may account for it. That very fact of drinking so much in early life, and drinking such quantities of fluids on all occasions, is precisely the effect which has come upon the world through the habit of drinking this pernicious spirit. It is always attended with a particular thirst. I never knew a thirsty man who was not a free drinker of alcoholic liquors—the thirst being produced by the great affinity of alcohol for water. On the other hand, those who abstain, we know, take very little in the way of fluid. My late friend Geo. Cruikshank never took more than twenty or thirty ounces in the whole day—three tumblers. I have found the same rule to prevail in the abstaining families in whose houses I have stayed. The tendency to thirst is not present, but in those children born under the influence of the alcohol there is this tendency to thirst. But there is a good deal more behind it. We have got into the habit of believing we are thirsty, but that writer would scarcely say that that is what is natural to us. The first argument would not exist if alcohol were not there to call it forth. If we come to stimulation and overwork we have two classes to watch. We have now a large body of total abstainers, and a large body who are not total abstainers, and so we can make comparisons. We find that that those who abstain work just as hard, as industriously, and as steadily as the other class. If it were otherwise there would be something in the argument. Is it so? My experience is just as I have said, and that the total abstainers as a rule work harder and more steadily. Those who take alcohol are the

persons who do their work by fits and starts, lose work, lose time, lose money, lose temper, and are utterly deceived by the agent upon which they relied. The argument of the writer is again an alcoholic one—not in favour of but against his views. When we come to the argument as to the drunkard who is conscience-stricken, who must needs bury all his cares in oblivion, who can deny that that is an alcoholic argument altogether? Who can suppose that men would be in the state they are if this agent would remedy it? Is it not a fact that all the great evils we deplore so commonly are the very results of taking this agent into the body. How futile then is the argument which neglects this agent. I think you will agree with me that these lines of argument of the writer are the introduction of a character and train of thought which would keep together the evils of which he complains, and which will intensify them and prevent all our efforts towards the reformation of this world, so long as they are submitted to and realised by a large portion of the community. As to the great question, I do not think very young children should be taught on this matter until they begin to think of it themselves. The schoolmaster at this age is dealing with a teetotal community, and has only to say, "Keep as you are," but when the child begins to reason from the experiences around him, then comes the time when the teacher may come in and turn the thoughts in the right direction and towards sound conclusions. I trust when we meet again we shall still have to congratulate ourselves on the course of success which follows our efforts.

With regard, however, to the advisability of teaching total abstinence in elementary schools, the *Schoolmaster* has some sensible observations which we entirely agree with.

The Teachers' Conference on Temperance, at Westminster Abbey, on the Thursday in Easter week, was very fully attended. The great importance of the subject of temperance teaching in school was recognised by all present—abstainers and non-abstainers alike. That drunkenness is one of the two or three great evils that at present afflict the nation is universally admitted, and that teachers possess great opportunities for exerting a beneficial influence upon the rising generation—by impressing upon the children in their schools the evils of drunkenness and the benefits of temperance—must be evident to all. We believe that much more than has been attempted in the past can be done, and should be done, in our school to promote the cause of temperance. Great care is, however, needed, and great tact on the part of the teacher must be exercised if harm rather that good is not to result from his well-meant efforts. To tell the children that to drink wine, beer, or spirits is immoral is to tell them that the parents of the great majority of them are guilty of immorality. So to teach that money so spent is wasted is to convict the parents in the eyes of the children of folly. It is not the part of the teacher to destroy the respect of children for their parents. By doing anything likely to produce this result the sympathy of the parents will be alienated from the teacher and his work, who, in all probability, will also lose the respect and confidence of his scholars. Temperance may be taught, and the teacher, in addition, may set, if he pleases, an example of total abstinence from alcoholic stimulants, but teetotalism cannot at present be preached in our schools without grave fear of injury to the cause the teacher has at heart.

REVIEWS.

Moffatt's Reprint of Certificate Questions; Male and Female. 1880.

We have not only here a reprint of the whole of the Certificate Questions issued in 1880; but there are added answers to the questions in Mathematics (Arithmetic, Euclid, Mensuration and Algebra), and Model Answers to First Year Certificate Questions, 1879. The syllabus for the Examination of acting Teachers in Religious Knowledge for 1881 and 1882 is given at the end of this book.

Social Economy Reading Book. Adapted to the Requirements of the New Code. By the Rev. W. L. Blackley. London: National Society's Depository.

IN this volume, Mr. Blackley has given "in as popular a form as possible, a series of Readings selected from the best known authors, on the subject of Social Economy. They are intended to illustrate the advantages, the duty, and the need of timely thrift, and to bring clearly before the young the best means of securing it." Among the authors from whose works extracts are taken, we may mention Mr. Smiles, Mr. Bartley, Franklin, and the Rev. James Fleming. Mr. Blackley has written many of the chapters himself. There is an Appendix to the book on "The Post Office, and Aids to Thrift," in which information is given "how money can be saved," "how small amounts of government stock can be bought," "how lives can be insured," and "how annuities or pensions can be bought."

Geographical Reader, Book II.: The World and its Relation to the Sun. By J. M. D. Meiklejohn, M.A. W. & R. Chambers.

THIS is an admirable little book, both in its lucid descriptions and exquisite little pictures that are strewn about its pages with no sparing hand. Professor Meiklejohn contrives to teach his young readers a good deal of knowledge, though he wraps it up in the simplest phraseology. The tale of the bricks is not diminished either by the beautiful pictures or the simple illustrations in words. After every lesson a number of questions are given on the different points mentioned, a necessary feature in such a work, as the easy reading invites the child to skim over it, without retaining any very definite notion of what he has read. A boy or girl that has carefully gone through this book will have a sound knowledge of physical and mathematical geography that will be of great use to him as long as he lives.

Schoolroom Chart of Geographical Illustrations. London: T. Murby.

THIS Chart has three sets of illustrations, all of them exceedingly helpful in teaching geography to children. In the first place, there are six small sub-sections explaining various features of physical and mathematical geography, such as "The Earth in Space," "The Two Hemispheres with the Continents," "The Earth marked out into Zones with Latitude and Longitude," "A Chart of the Position of the Earth to the Sun in each of the Four Seasons," "The Two Hemispheres, showing severally the greatest mass of Land and the greatest mass of Water," "A Chart of the Globe showing the points of the Compass." These six little charts take up about one-fourth the space of the whole sheet. One-half of the whole sheet is devoted to illustrations grouped together, so as to make a somewhat heterogeneous picture, of the different geographical terms. On different parts of the picture letters and figures are placed indicating what feature of physical geography it is designed to illustrate. The key to the letters and figures is marked down the sides of the sheet. There is an obvious advantage here in not marking the terms, "lake" and "mountain" on the illustration itself, for this would deprive it of any value in testing the knowledge of the children. Some parts of the colouring of this picture are very effective. One part of the chart, and that perhaps the most useful, consists of an outline map of Europe, with the geographical terms marked upon it. Here we go from *unreality* as it is presented to us in the ordinary diagram, to a *real* continent, where England is shown as an illustration of an island, Spain as a peninsula, the English Channel as a channel, Mount Vesuvius as a volcano, the Straits of Gibraltar as a strait, the Black Sea as an ordinary sea, and the Caspian as an inland sea. In the same way illustrations are given on this map of rivers with their tributaries; mountain ranges, plains and table-lands; capes, gulfs and bays; lakes, promontories and isthmuses; and, in addition to these, the name of each country is printed upon it in somewhat fainter ink. This is certainly one of the best, if not the very best, chart of geographical illustrations that has yet been issued for use in English schools.

The Elements of Geography. By the Rev. B. G. Johns. New Edition. London: Crosby, Lockwood & Co.

THIS little book gives a very good elementary course of general geography for children. The information is accurate, well-arranged, and not given in too great detail. After the geography of the British Isles, Mr. Johns proceeds to give a description of the British Empire, and then proceeds with the countries of Europe. The most recent geographical changes are given in this work; but the language in which they are described would not be intelligible to children. The changes made in the geography of Turkey by the Berlin Treaty are thus described: "Bulgaria became an autonomous and tributary principality under the suzerainty of the Sultan, and the autonomous province of Eastern Roumelia was constituted." A number of questions are given at the end of each chapter of this book, which may be generally described as containing a great mass of information, arranged in a convenient and lucid manner.

The New National Reading Books. Standards V. and VI. London: National Society's Depository.

THIS Reading Book is exceedingly well-compiled; the reading is of ordinary difficulty, to be met with in book or newspaper, without being deterrent to the mind of the reader. There is scarcely a lesson, so far as we have examined it, but what has a tendency to enlist the interest of the scholar. The subjects of the lessons are geography, moral tales, history and biography, poetry, and miscellaneous chapters. The bulk of the poetry has been taken from the works of Shakspere and Scott, "the reason being that we have thought it desirable to concentrate the attention of the pupils upon these two authors, rather than to distract it by the introduction of extracts taken indiscriminately from a larger number of poetical writers." Our judgment in this matter does not agree with that of the compiler. We think variety would have been desirable, as giving the scholar an acquaintance with the style of different poets; and we think Shakspere and Scott both unsuitable, if a selection had to be made. Shakspere's blank verse in extracts, disconnected from the text, is not attractive to young people; and Scott is a poet of altogether inferior merit, and is not worthy to be compared with Wordsworth. The book is well printed in good readable type, and is attractively illustrated. It is an excellent reading-book for the highest class in any school.

Arithmetic for Pupil-Teachers. By George Ricks, B.Sc. London. London: W. Isbister, Limited.

WE have before noticed Mr. Ricks' useful work on "Elementary Arithmetic, and How to Teach It," and here we have a work on the same subject, devoted to the special needs of pupil-teachers. Mr. Ricks supposes the pupil-teacher to have already mastered the simple and compound rules of arithmetic, though we should consider it doubtful whether many of them have an intelligent appreciation of the theory of these rules. He, therefore, begins his work with a series of exercises on the simple and compound rules, comprising over 250 examples in twenty sections, and a miscellaneous series. If the pupil-teacher can work these successfully, he is certainly well fitted to begin the more difficult parts of the work; if he is unable to work these, he must go back to the chapters in the author's work on Elementary Arithmetic. The rules which are fully explained in the present work are fractions (vulgar and decimal), practice, bills of parcels, proportion (simple and compound), interest, discount, stocks and shares, square and cube root, &c. One great feature in this work is the large number of worked solutions, which are useful in two ways; firstly, as showing the scholar the rule of working better than whole pages of letter-press; and secondly, as showing him the *outward form and economy*, so to speak, of his work. Scholars are apt to waste figures and space remorselessly in working simple problems solely from want of proper models for working. Most books on arithmetic do, indeed, give one or two models in each rule, but what is really wanted, and what Mr. Ricks here supplies, is models of every variety of example that occurs in the rules. And this is

where the necessity for a special work on arithmetic for pupil-teachers appears. It is sufficient for an ordinary student to know how to work a sum correctly. The pupil-teacher must not only know how to work it correctly, but also how to set forth the working in the best and clearest form, so as to be able to teach others. We are glad to learn that while upwards of two thousand examples are contained in the present work full solutions are given of over two hundred. We ought also to notice another feature of this work with high praise, and that is the simple language in which Mr. Ricks states the theory of the various rules. We never find it in whole pages together, to depress the student; it occurs in little patches in connection with illustrative examples. We entertain a decided conviction that by means of this work the arithmetic of pupil-teachers will become more perfect in theory, accurate in working, and simple and orderly in form.

Readings on the History of our Lord Jesus Christ, and his Holy Apostles. Part 2.—The Times of the Apostles. National Society's Depository, Westminster.

THESE "Readings" are admirably drawn up, and form a kind of running commentary on the Acts of the Apostles. It should be remarked that they are written from a Church point of view, for the use of Church people. The first half dozen titles of the chapters will give a fair idea of the general scope of the work. These are, "State of the World when the Christian Church began, "The Upper Room" "The Day of Pentecost," "St. Peter's First Sermon," "Church Life," "Growth of the Church." The following paragraphs on the Seven Deacons will show the freshness and vigour which mark the whole course of these Readings. No more suitable present could be given to a boy or girl for proficiency in religious knowledge, or to a Pupil Teacher on leaving for the Training College.

"The seven men thus ordained are commonly called 'the seven deacons.' But they are not so called in this chapter. In Acts xxi., 8, they are called 'the seven.' The name 'deacon' does not occur until Philipp. i., 1, and it is doubtful if these seven are of the same order as those who are called deacons there, and in 1 Tim. iii, 8—13. We are told in Acts v, 6, that Ananias was buried by 'the young men,' and it is likely that the expression means a distinct order in the church, answering to deacons, just as the word 'elder men' (presbyters) was applied to the Christian priesthood. These seven, then, were probably a higher order, raised up for a special emergency, to superintend the work of the deacons. Two of them, as we know, became powerful preachers, and of all of them it is said that they were full of the Holy Ghost."

"Of the first of the seven, St. Stephen, we have a very full account. He will form the subject of our next chapter. Philip meets us in Acts viii, 5—26, and again in chapter xxi, 8, where he is called 'evangelist,' *i.e.* preacher. Old histories say that Prochorus became Bishop of Nicomedia, and Timon, Bishop of Bozrah, that Nicanor died in the persecution of chapter viii, 1, and that Parmenas was martyred at Philippi in the time of the Emperor Trajan. But there is no further mention of them in the New Testament. There is a much more serious tradition concerning Nicolas, namely, that he became a false teacher, and was the founder of the sect of the Nicolaitanes whose evil deeds are reprobated in Rev. ii. But this tradition again has been earnestly denied, and we have no means of settling the question."

History of the Establishment of the British Rule in India. By the Rev. Sir G. W. Cox, Bart. London: Longmans & Co.

THIS is one of the best books for reading English History that has yet been issued, and it is especially suited for the higher classes of schools in mercantile towns. In twenty-three chapters, each divided into some dozen or twenty paragraphs, with descriptive headings in the table of contents, we have told us in an eminently readable manner the history of India, from the earliest period to the suppression of the mutiny. There is a happy medium in this work between mere loose and vapid description, and what we may term bony analysis. A class reading this book through with an intelligent teacher, aided by occasional oral examination, and notes on the blackboard, would possess an intelligent acquaintance with Indian history, which would remain with them the length of their life. A couple of hours a week devoted to this subject would suffice for the intelligent mastery of one of the chapters, and in this way, the twenty-three lessons could be read through in six months of the school year; while if the book were gone through in this way twice in the year, the class ought to be able to stand the test of an examination by H.M. Inspector. In schools

where the usual elementary knowledge of English history is acquired in the third, fourth, and fifth standards, a better reading book for the sixth standard than the work under review, could not possibly be chosen. The following paragraph, which will be read with interest, will give a good idea of the manner in which this work is drawn up.

"But we turn with loathing from this tangled web of falsehood and deceit. It has been said that the whole history of British India enforces one great lesson. This lesson is, that 'it is not prudent to oppose perfidy by perfidy, and that the most efficient weapon with which men can encounter falsehood is truth.' The path pointed out by prudence is the one towards which righteousness beyond all doubt leads us. Intrigue, shuffling, lying, and perjury might have gained us something with those who use such weapons; but these gains are as nothing in comparison with the benefits secured to us by the impression left on the native mind, that the British is the one power in India whose word may be implicitly relied on. It will be an evil day for Great Britain, it may be an evil day for the world, if this impression is removed by a return to the infatuated theory of Clive. We have been told, and rightly told, that English truth has done more to extend and preserve our Empire in the East than English valour and English intelligence, and that Clive should even in that early stage of its growth have failed to see this, nay, that he should have gloried in the lies by which he cheated Omichand is indeed astounding."—*British Rule in India*, page 109.

THE REVISED NEW TESTAMENT.

THIS anxiously expected work is now at last issued, and copies of it can be purchased at as low a price as one shilling each. There is a somewhat lengthy preface to the work, which we do not propose to notice on the present occasion. We may remark that the Revisers have arranged the text in paragraphs instead of verses, indicating the verses by numbers on the sides of the sheet. They have also supplied a considerable number of notes, which are placed between the two columns on each page, giving alternative readings, or renderings, according to some ancient authorities not inserted in the text. Our readers would do well to spend at least a shilling on this important and useful work, which, though at present vehemently decried by some of the anonymous critics, is almost certain to take the place of the authorised version in our churches and schools. The Revisers have adopted an excellent way of showing quotations from the Old Testament, as though they were poetical extracts occurring in the text. The most careless reader will thus see by a mere glance down the Epistle to the Romans, and the Epistle to the Hebrews, how largely the writers of those documents have drawn for their illustrations on the Old Testament Scriptures.

There are a number of insignificant alterations, or alterations which, important in themselves, may be called relatively insignificant to others which are greater. Of these we may give as an example S. Matthew ii., 4, where the Revisers put the article "the" before "Christ," "where the Christ should be born." In S. Matthew iv., 24, and other places, the familiar word "lunatick" is altered to the unfamiliar word "epileptic," an alteration which Dean Alford does not make in his revised version. The "hell fire" of S. Matthew v., 22, and other places in the gospels, is rendered in the revised version "hell of fire." This is some slight concession to Canon Farrar and his followers, who contend that the best rendering is "Gehenna of fire." In verse 30 there is a note to the word Hell, explaining that in the original Greek the word is "Gehenna." Some not inconsiderable alterations have been made in the Lord's Prayer. In S. Matthew vi., 12, one of the clauses is changed to, "and forgive us our debts, as we also have forgiven our debtors," and there is a very important alteration in the final clause, which reads, "but deliver us from the evil *one*." The doxology is left out in S. Matthew's gospel, and a note is inserted stating that some ancient authorities insert it. But the Lord's Prayer in S. Luke's gospel, suffers yet more curtailment. It is given in the following form: "Father, Hallowed be Thy Name, Thy kingdom come, Give us day by day our daily bread, And forgive us our sins, for we ourselves also forgive every one that is indebted to us, And bring us not into temptation." This is almost word for word as it is rendered in Dean Alford's revised version of the New Testament, but he has retained the word "lead" in the final clause. In verse 25 of chapter vi., the "Take no thought for your life," is changed

into "Be not anxious for your life," and so on throughout the concluding verses of the chapter. In chapter ix., 16, instead of "new cloth" we have "undressed cloth," at which some of the critics are wroth, as a needless alteration of the text. In the next verse "old bottles" is turned into "old wine skins," an alteration which will greatly facilitate the labours of the teacher, for it was always a difficulty to explain to children why the new wine should burst the old bottles. "Simon the Canaanite," in chapter x., 4, is changed "Simon the Cananæan," and the "scrip," in verse 10, is changed into "wallet." Here again, too, there will be a lightening of the labour of teachers. In chapter xi., 6, we have the inharmonious expression, "none occasion," which somewhat offends the ear. In verse 23 of this chapter an important change in the translation occurs as follows, "And thou, Capernaum, shalt thou be exalted unto heaven? thou shalt go down unto Hades." In verse 43 of chapter xii., we have "waterless places" instead of "dry places," an alteration for which there is no obvious cause. In chapter xix., 26, we have the cry of the Apostles "It is a Spirit," changed into "It is an apparition," and in this and similar chapters, the word "boat" is appropriately substituted for "ship." The meaning in verse 5 of chapter xv., is rendered much simpler in the revised version. In the authorised version, no distinct sense can be got out of the words at all. The rendering of the revised version is as follows: "But ye say, Whosoever shall say to his father or mother, 'That wherewith thou mightest have been profited by me is given to God;' he shall not honour his father." We are very glad that in this version the Old Testament names are given as they are rendered in the Old Testament Scriptures. Thus we have here Elijah for Elias, and in this matter again there is a less demand on the teacher for explanations, more easily forgotten than remembered. So in Hebrews iv., 8, we read "if Joshua had given them rest," instead of "Jesus." In verse 24 of chapter xvii., the "tribute money" is changed into "half-shekel," and the "piece of money" in verse 27 to "shekel." In verse 3 of chapter xviii., the "Except ye be converted," is altered into "Except ye turn," which may cause some offence to those sects that believe in, and build upon, sensible conversion. "Everlasting fire" and "hell fire," in verses 9 and 10 of this chapter, are changed into "eternal fire," and "hell of fire."

These alterations will show our readers the manner in which this version differs from that of 1611. In the few other remarks we have to make, we shall touch on the more considerable alterations that have been made. The word "thief" is generally changed into "robber;" it is so especially in the case of the two malefactors crucified with our Lord. The angels song in S. Luke ii., 14, is changed to "Glory to God in the highest, and on earth peace among men in whom he is well pleased." Dean Alford has "peace among men of good pleasure," which is not easy to understand. The paraphrase of Keble in his poem on Christmas Day, thus renders it.

> "Glory to God on high, on earth be peace;
> And love towards men of love, salvation and release."

This change, if the work receives the final sanction of the Church of England, will necessitate an alteration in the Communion Service, where the anthem occurs, commencing, "Glory be to God on high." We need hardly say that the text concerning the three heavenly witnesses disappears in the first epistle of S. John. Instead of the "four beasts" in the Revelation, the more appropriate rendering of "four living creatures" is adopted. In S. Paul's description of the three Christian virtues, "love" is substituted for "charity." In the description of the Baptism of the Ethiopian eunuch in the Acts of the Apostles, verse 37 is omitted, containing Philip's assertion that belief was necessary to baptism, and the eunuch's reply that he believed in Jesus as the Son of God. There is a note to the first part of the eighth chapter of S. John, containing the narrative of the woman taken in adultery, stating that "most of the ancient authorities omit it, and those which contain it vary much from each other." A similar note is added to the last chapter of S. Mark's gospel, remarking that the two oldest manuscripts omit the verses from verse 9 to the end of the gospel. At the end of the book is given a "list of readings and renderings, preferred by the American committee, recorded at their desire." We regret that one of these suggestions was not adopted, the elimination of the words "of Paul the Apostle" from the title of the Epistle to the Hebrews. No one can be certain that S. Paul wrote that Epistle, and a good many competent critics persist in maintaining that it is written in a different style, and by another author.

LEADERSHIP IN THE UNION.

THE National Union of Elementary Teachers is an organised body of some twelve thousand teachers without leaders. Lord Beaconsfield was no sooner buried than Lord Salisbury was appointed to reign in his stead; so necessary is it to the stability of a great party to have a recognised chief. But in the National Union there is no one man, and we venture to say no set of half-dozen men, that could be described as leader, or leaders. The great use of a leader is that he must be followed even when the rank and file do not quite see the use of the course he is taking; and there was a time when the present leader of the Tory party wrote an article in the *Quarterly Review* accusing Mr. Disraeli of leading his party into a ditch. But even this accusation recognised the fact that that eminent man was, as a fact, leader; that if he led the army into a ditch, his party would follow him thither. And, indeed, some of the most clearsighted movements, of both politicians and generals, must always remain mysteries to the rank and file; while the leader who, to snatch a momentary popularity, takes his inspiration from the populace—allows them to lead him rather than insists upon leading them, is sure to suffer ultimately from a loss of reputation, and failure of purpose. The leader must be trusted, trusted to know what to do better than his followers, trusted as the man of the greatest ability among them to secure what it is the desire of all should be gained. If there is such a leader at present recognised among the elementary teachers, we should be glad to know his name. Is it the present vice-president, Mr. Sykes? Is it Mr. Heller, the secretary? Is it Mr. John Russell? Mr. Grove? Mr. Greenwood, or Mr. Graves, of Lamport? Who is the M. Gambetta, or the Lord Salisbury, or the Mr. Gladstone of the teachers? Is it possible that there is so much jealousy among the body that the most capable man of the organisation is not put in his place, at the head of the organisation? or have teachers suddenly taken a fancy to the whim of the American humourist, the formation of a regiment, all the soldiers of which should be major-generals? Mr. Heller, to be sure, read a paper at the last Conference on the policy of the Union, and it is the business of a leader to declare the policy of his party. But Mr. Heller is the paid officer of the Union, who does what he is told; whereas the leader of a party makes his followers do what he tells them. The only person we have seen exercising any definite function of leadership is Mr. John Russell; sometimes he has the courage to tell his colleagues on the Executive Committee when

they have committed themselves to anything more than ordinarily foolish, and we have been surprised at the docility which the Committee has shown to the lead thus boldly taken. Surely it would be better for the Union to find out its most capable man, and entrust him with the government, than have a constant accession of presidents and vice-presidents, who are raised by their office to a momentary notoriety, and then sink down to their inevitable insignificance and native obscurity. It was touching to read the confession of one of this class, how highly he valued the piece of vellum on which was emblazoned the particulars of his exaltation; and as far as we can see, the system of presidents and vice-presidents may go on, for it is tolerably certain that the real leader of the party will not be found among these names. The French seem to be under the delusion that the Lord Mayor of London is one of the chief persons in the realm; but we only laugh at them for their simplicity. Men conscious of the ability for exercising real power never care to sit in presidential chairs, for the gaze of the multitude. There is no mace carried before Mr. Gladstone as he walks into the house; and a child or a savage would certainly consider Mr. Brand a more potent personage than the Premier. The Union will never be led into a straight course—will never achieve any definite object of value till it has found out its most capable man, and entrusted him with the leadership. Leaders can be deposed as well as appointed; and if the Union should make the mistake of appointing the wrong man, the error would soon become apparent. The ablest man naturally comes to the front; he is seen and recognised, and every year of effort renders him more fitted for his work. Under the present system, it is assumed that one man leads the Union for a year, and then surrenders the leadership to the man that comes after him. Suppose that the Liberal party were led like this, first Mr. Gladstone, then Lord Hartington, then Mr. Forster, then Sir W. Harcourt—would they be able to achieve any tangible or worthy result? Would they not very soon break up into a set of incoherent fragments? Any community is in the very lowest state of disorganisation if it has not the sense to find out its ablest man, and appoint him leader. Mr. Heller would have us believe that the Education Department regards the Union with feelings of terror; that at the approach of every deputation it is "Afraid with amazement," but is it likely that the Department, parliament, and the press are terrified at a body in a state of the lowest disorganisation? Or would Mr. Heller reply that this year Mr. Langler is the leader of the Union? Does Mr. Heller believe that Mr. Langler is the leader of the Union? We have always understood that Mr. Langler is a man of very great private worth, and he certainly fills an honourable position among teachers; but no one could pretend that he

has the power to lead the Union. If he is leader, the proceedings at the last Conference would show that he has a set of very disobedient and disorderly followers. The state of discipline at the Conference has been animadverted upon on all sides; but there will never be any discipline or order so long as weak men, distinguished for their great amiability, are placed in positions they are incompetent to fill. The Union should put an advertisement in the educational papers, "Wanted, a Leader."

THE BLUE BOOK FOR 1880.

(Eighth Article.)

THE Rev. D. J. STEWART inspects schools in the Metropolitan district of Greenwich. He commences his report by saying that he is of opinion that the school fees at present paid by parents in his district are much too low, and ought to be increased. Mr. Stewart goes into this matter in considerable detail, and the general conclusion at which he arrives is stated in the following paragraph.

I do not by any means contend that there is no real poverty to be found in the closely populated parts of the Greenwich district, but a broad distinction should be made between poverty which is unavoidable and poverty which is self-imposed. There are, as a matter of fact, too many of the working class who are paupers in spirit and persistently live from hand to mouth in reliance on their right to parish relief, but I very much doubt whether I see many of their children in the schools which it is my duty to visit, and I do not think that it is sound policy to lower school fees for the sake of a hopelessly improvident class. It is mischievous to teach people to look on themselves as beggars who are always to trust to others to undertake those duties which they ought to bear, and ought to be taught to bear. Where experiments have been made of lowering school fees in order to meet the assumed poverty of certain localities, greater difficulty has been experienced in collecting one penny than had been met with previously in getting twice as much, and it has been found frequently that the children whose attendance is most uncertain are those whose school fees have been remitted.

Mr. Stewart is not altogether satisfied with the attainments of the children, and gives a number of ludicrous examples of badly-worked papers. We quite admit that there seems no excuse for the wretched spelling, unless on the ground that it is impossible to teach some children to spell correctly; and as to the faulty composition, the power of constructing sentences, and punctuating them properly, is one that is rarely acquired at such an early age as that in which children leave the elementary school. The spelling reformers would say that the time now wasted on our barbarous spelling, ought to be devoted to grammar, literature, and composition. We give the specimens that occur in Mr. Stewart's report, which will serve for amusement, if for no better purpose.

The child who wrote the following letter was 12 years of age, and had been five years and nine months in the same school, when it came into my hands:—

"DEAR GRANDFATHER

I HOPE you are will I have geust skecth this few linds and we shell have A weakholdary becouse after the exsannation the holday well the weak after the exanmation and that is and I hope it will be find on the holday weak becouse I wount to go over to greenwich and I shell be over on mounday ar Tuestay and I hope it will be find so good by."

The writer of this second production was also 12 years of age, had been for six years in the same school, and had made 365 attendances during the last one :—

"DEAR SIR

I WRITE a few line as to soy I Swill be down at Brighton for a day or too hoping yow are quite uill and all the children as I shall be there at 2 p.m. and how his your sister as I here he was very ill indeed and his she bettero * * (a.) she tought about come to Greenwich for a week or two. Have you any work to do not much for Mrs. — is ill and she cannot work So Mr. — is forse a trip to sea for a year or two. Now Harry has plenty of work for he is making over time ever night and he earns £2 £10 a week and he gives half of it for my-self now he das lodge at aunts now and boys her 2 shilling a work and now does hi like it he said he his happy now then he was before."

These are sorry "results" of six years attendance at costly elementary schools, and I do not think that I judge harshly and unjustly if I say that such "literature" is in the words of the New Code "worthless as a "means of education," yet the specimens which I have copied are by no means unusual samples of children's work; I wish they were.

Domestic economy is perhaps the most important of all the subjects of secular instruction included in the Fourth Schedule, if it could be taught to children; but its actual position in schools is very much the same as that occupied by "literature" and for the same reason.

The best answers to questions on this subject which I have read were almost verbatim reproductions of passages in a manual which the class had to learn; but unfortunately the interchange of the two words "infection" and "contagion" showed that the girls did not know the meaning of the words which they were using. In another school the answers given by one set of children were, with scarcely an exception, as absurd as the following ones :—

"Infections are brought on by bad smells such as small pox measels scarlet fever Glass pox SC they are brought on by bad drainerges suers, they must be well venlolated.

"Infection disease are caught by touching such as charcoal chlorid of lime, &C.

"Measles Fever . . . . . are called disinfictionous because they are catching.

"Fainted. If a person as fainted take her out in the open air lay her down with her head. And do the clothing round the neck and dashed cold water the face and hand and put smelling saults to her nose."

The children in a third school wrote answers as follows :—

"Degestion is paines in the head, paines in the stom-ach bad tempers.

"From degestion comes consumption, information head ache neuralgia."

Mr. Stewart must always be under a disadvantage in making such comments as these, because he has never himself attempted the management of an elementary school. He has not proved by actual experiment what can be done in school work with children from the lowest class, born of illiterate parents, nurtured up in illiterate homes. Our own opinion is, that if Mr. Stewart had had the management of a school for five years before he became a school inspector, much of the acrid comment that distinguishes his report, would be omitted. The great statesman, who has recently left us, once remarked, that "no human sagacity can baffle the unconscious machinations of stupidity;" and we can see from Mr. Stewart's report, that he has no conception of the fearful, the unfathomable stupidity of some children. No human sagacity, no amount of perseverance and labour can extirpate it. Mr. Stewart himself is not perfect in his spelling, or he has very carelessly

(a.) Two words not to be deciphered.

revised his proof, for he spells the word mackerel as though it were "mackarel." Our readers will, however, be glad to see what Mr. Stewart has to say on this subject, and unhappily there is too much truth in his statements.

If failures of this kind turned up only now and then, they might be passed over as examples of the inability of exceptionally dull children to get any benefit from schools of any kind; but I have seen too many of them for some years to be satisfied with this plausible explanation. Neither can I admit that they are but the natural consequences of wilful neglect. Deliberate neglect would no doubt be fatal to the existence of real education, but I have met with the most striking examples of apparent incapacity in children in schools whose teachers are, as far as I can judge, indefatigable in carrying out their ideal schemes of school management. Besides this, the experience of independent observers has led them to think, as I do, that we are too often dealing in schools with nothing more than temporary acquirements got up for temporary purposes. There are managers who look in vain for those practical benefits which they expect, and rightly, from the schools over which they watch; and there are teachers who frankly acknowledge that the work which they are doing in their mature age has not the enduring thoroughness of that which they did in their youth.

I do not think that schools are now as successful as they once were in giving children that real education which is never wholly lost, and, if I may trust to the lessons learned by my own experience, their inferiority is due to—

The neglect of the art of teaching;

The conversion of standards of examination into standards of organisation; and

The ambitious multiplicity of subjects which teachers put in their time-tables.

These evils, I am sure, have their rise in many instances from that nervous timidity about examinations which I mentioned at the beginning of these remarks. The dread of slight deficits in individual payments, the apprehension of lower percentages of "passes" or a constitutional nervousness respecting complicated regulations, makes many teachers adopt any novelty which is put before them with high sounding recommendations, and by trying to combine many systems they end in having none.

I do not believe that it is so easy to teach elementary subjects thoroughly as some people seem to think, and I am equally certain that we do not want any new theories about the treatment of this or that branch of instruction. There are no short cuts by which children can be taught to read well, to write well, or to spell well, without hard work and steady perseverance in the use of those sound methods of teaching which experience has found to be not only effective but equally applicable to all classes of children, and if schools were organised solely with a view to secure for each pupil the greatest possible good that schools can do them, I am quite sure that the spirit of your Lordships' regulations would be carried out.

Mr. Stokes inspects schools in the Metropolitan division of Southwark. He criticises with some severity the arrangements of the School Board. He says they have too many rooms in their schools, and from lack of sufficient teaching power to appoint a teacher to each room, some rooms are empty, and others crowded.

Multiplicity of rooms occasions difficulty in supply of adequate teaching force. It appears to be an educational axiom beyond dispute that every schoolroom must have its teacher. Yet the school board for London has not followed this indispensable rule. It builds schoolrooms for 40 children, and allows one teacher for 60. This appears to be a most serious blunder. It gives rise to contrivances injurious or absurd. The first step is to add a sixth row of desks so as to overcrowd with 48 children the room designed for 40. Next, when that expedient is inadequate, three children are squeezed into the small dual desk intended for two, and one room is thus made to hold 72 children while the adjoining room is empty. Children so treated naturally fail to pass an examination in writing and ciphering, which the circumstances have prevented them from acquiring. I have occasionally seen another plan in operation where a teacher places himself in an open doorway between two rooms

in the hope of controlling and instructing two classes at once. I am afraid the most common resource is to economise teaching strength by allotting one room, under any or no teacher, to children of whatever age or standing who are unlikely to qualify for examinination by regular attendance.

Mr. Stokes notices other defects in the mananagement of board schools. The head teachers, he says, leave most of the work to their assistants, and very frequently teachers are absent from the school.

The number of teachers employed about one school itself occasions evils. One of the greatest is that head teachers too often leave the whole teaching of the school to assistants. In these large schools extraneous affairs are never far to seek which afford excuse for absence from the schoolroom or for occupation other than teaching within it. This reflection is not general. I am well acquainted with the sustained assiduity and perfect integrity of many head teachers, but the admirable success obtained in the schools which have been so fortunate as to secure their services makes me only the more urgent in recommending the school board to secure similar conduct from all their head teachers. Frequent abscence from school is another mischief common in a numerous teaching staff. A teacher who knows himself to be but one of five or six loses sense of responsibility, and is too easily tempted to stay away from work. I seldom visit a large board school unexpectedly without finding one or other of the teachers absent. On the other hand, the steadiness and pertinacity of many assistant teachers in the regular discharge of their trying and wearisome task create full confidence in them. Such work, as I believe, never fails to win honour in the annual examination.

SCHOOL BOARDS FOR THE MONTH.

THE first meeting of the London Board after the Easter recess was held on Thursday, May 5. Mr. White wished on this occasion to draw attention to the death of the Earl of Beaconsfield, which he characterised as almost a national calamity; but the Rev. G. M. Murphy objected to such a subject being brought on without notice, and the objection was sustained by the chairman.

A motion requesting the Education Department to give their attention to the subject of free schools received 12 votes, but 12 votes were also given for the "previous question," moved as an amendment. The chairman gave his casting vote for the "previous question."

The proceedings which are next recorded in the School Board report we subjoin without comment. It seems to have been a case where the ladies voted one way, and most of the gentlemen the other.

"SUPPLIES" FOR FEMALE TEACHERS.

Mrs. Fenwick Miller proposed: "That 'supplies' for female teachers in cases of confinement be paid, when required, by the Board, as in all the other cases of illness." She said supplies were paid for by the Board in all cases of illness except cases of confinement. The objection urged to her proposal was that so much money would be required to be spent if it were carried. She found, however, by the returns of teachers absent, that only one case in 40 or 50 was from this cause, so the argument as to expense fell through. What argument was there in favour of fining unfortunate married women in cases of confinement? The expenditure involved was quite justifiable on economic grounds, and she was at a loss to understand on what grounds this

act of justice to married female teachers could be denied by men who had all had mothers, and many of whom had wives.

Miss Taylor seconded the motion. She stated positively that the married female teachers were not absent from work so long as other teachers, in spite of this cause of absence. It was a well-known fact among students of physiology that one kind of suffering often secured freedom from others, and their married female teachers were not often absent from illness of ordinary kinds. Many of those who were in favour of the present injustice were opposed to the employment of women altogether. It had been said that this was preventable illness; but how was it that they paid a teacher who was absent because his children were ill of smallpox? Married women teachers learnt from their home experience how to manage children in school. She felt bound to speak strongly of the unmanly meanness of choosing the moment of her confinement to squeeze money out of a poor married teacher.

The motion was lost by 13 votes to 10.

At the meeting of the Board on May 12, a deputation attended to present a memorial concerning the proposed scheme of the Charity Commissioners for the future administration of Christ's Hospital. The wish of the memorialists is set forth in the two following paragraphs, extracted from their memorial:—

The Clerk (Mr. Croad) read the memorial, which was a lengthy document, and contained the following prayer:—

In view therefore of the proposed perpetuation of the injustice to the poor of London by the scheme for the administration of Christ's Hospital, we humbly pray that your Honourable Board will take the necessary steps to have the objections set out at length in the statement accompanying this memorial urged so as to prevent the Charity Commissioners carrying out any reorganisation of Christ's Hospital, except on the lines we have indicated in paragraph 7 of our objections; and we further pray that a further report may be issued by your Honourable Board which shall place in the hands of the poor of London an account of their educational rights.

Paragraph 7 of the statement is as follows:—

Our contention is that the property of the Hospital, including its valuable site, should be realized and applied to the maintenance of day schools for both sexes throughout the metropolis, or in some other way, to advance the education of the great mass of the poorer classes. We conceive that such endowments can without difficulty be engrafted on the School Board system so as to supply an available ladder of education of the highest value to the primary schools.

It was stated by the deputation that the income of Christ's Hospital was £70,000 a year, and that it was their wish that this sum should be handed over to the School Board for the reduction of the school rate. The memorial was referred to the Education Endowment Committee.

The Board next proceeded to elect a member for the division of Hackney in the place of the late Sir C. Reed. Two candidates were proposed, Mr. B. S. Olding, a friend and supporter of the late chairman, and Professor Leone Levi. Mr. Olding received 24 votes, and Professor Levi 12.

We are glad to see that the London Board, with the sanction of the Education Department, have adopted the sensible plan of accepting a reduced fee in all cases, when paid quarterly instead of weekly. We give below the paragraph from the report of the School Management Committee, which refers to this matter.

The Education Department having accepted the Board's proposal that a reduction should be made in the school fees of children, when paid quarterly in advance, and having also approved the following scale of quarterly payments, the committee recommend that the following paragraph be inserted in the "Code of Regulations for the Guidance of Managers and Teachers," as Article 51e:—

The school fee for any child may be paid quarterly in advance. The amounts to be paid each quarter must be in accordance with the following scale :—

9d.	a	quarter	when the school is	1d.	a week.
1s. 6d.		„	„ „	2d.	„
2s. 6d.		„	„ „	3d.	„
3s. 3d.		„	„ „	4d.	„
5s. 0d.		„	„ „	6d.	„
7s. 0d.		„	„ „	8d.	„

At the meeting of the London Board on May 19th, a deputation attended, with a memorial, asking the Board to reconsider their resolution dismissing Mr. Hollamby from his position as Headmaster of the Chequer Alley Schools. We give the report of the discussion that took place as it appears in the *School Board Chronicle*. It will doubtless be read with interest by teachers :—

CHEQUER-ALLEY SCHOOL, ST. LUKE'S.—MR. HOLLAMBY'S DISMISSAL.

The Rev. Dr. Wainwright and Mr. Lucraft introduced a deputation, consisting of the managers of the Chequer-alley schools, with a memorial asking the Board to reconsider their resolution dismissing Mr. Hollamby from his position as head teacher.

The Clerk (Mr. Croad) read the memorial, which recapitulated at some length the facts of the case. It appeared that this matter had been before the School Management Committee, and that after notice of dismissal, that committee, in November, 1880, passed a resolution deciding to retain Mr. Hollamby, but that within ten weeks afterwards, following the report made by the Board's own inspector, the same committee requested him to send in his resignation. The memorialists pointed out that they could not understand on what principle the committee had acted, inasmuch as they had decided that he ought to retain his position ; at least twelve months' further time should have been given him. But the memorialists dissented altogether from the course of action taken by the committee, and believed Mr. Hollamby to be a perfectly efficient teacher, eminently qualified to teach boys of the low schools which frequented the Chequer-alley Schools, and one who had the regard and esteem, not only of the boys themselves, but of the parents. The prayer of the memorial was, therefore, that the Board should reconsider its determination, and rescind the resolution passed on the 7th April, giving Mr. Hollamby three months' notice.

Mr. Minchin (who spoke for the deputation) said some correspondence had taken place between the managers and the School Management Committee. He recounted that no reason had been given by the committee for dismissing Mr. Hollamby, at least no logical reason, and complained that the School Management Committee had not treated the managers with proper respect. He asserted Mr. Hollamby was a good and conscientious teacher, and thoroughly efficient. He referred to a remark made when this matter was brought up on a previous occasion, namely, that the managers were rebellious, but he denied it, and would expect an apology from the member of the Board who made use of that expression.

Colonel Prendergast rose to order.

The Chairman said Mr. Minchin was perhaps going somewhat too far in reflecting on the conduct of members of the Board, and requested the representative of the deputation to confine himself to the subject matter of the memorial.

Mr. Minchin said he had no wish to be at all disrespectful to the Board, or to give offence to any member ; but, seeing that the managers had been charged with being rebellious, he thought they ought to be allowed to defend themselves.

The Rev. G. M. Murphy said he did not recollect any such word being used at the last discussion of the subject.

Mr. Minchin said that Mr. Hollamby, having been dismissed by a vote of the Board, would be ruined in his profession, as he could not go to another school. The boys attending his school were of the costermonger class, and they required a good Christian man, thoroughly efficient, as Mr. Hollamby was. He hinted that there were some private reasons why the School Management Committee had taken the course they had. In regard to efficiency he stated that 82 per cent of the boys had passed

the government examination, and he had been informed by a government inspector that he would be thoroughly satisfied with 80 per cent of passes.

Miss Simcock said that the number who had passed was given in the government report as 78 per cent.

In reply to Mr. Diggle,

Mr. Minchin said the deputation, he believed, represented all the managers except two who could not be reached.

On this point, in reply to Mrs. Westlake, another member of the deputation said that although the official return of the number of managers was forty-two, many of them were dead.

In reply to Mrs. Surr,

A Lady on the deputation caused some amusement by her description of the way in which the examination was carried on, observing that for a part of the time the examiner was asleep. She expressed her entire disapprobation of the way in which the examiner performed his duties.

Mrs. Webster pointed out that the School Management Committee had not been guilty of any discourtesy to the managers, inasmuch as they never gave any reasons for their course of action in their communications to school managers.

The Rev. Dr. Wainwright moved that a motion on this subject standing on the paper in the name of Mrs. Surr to the effect that the dismissal of Mr. Hollamby be rescinded and now be discussed as a matter of emergency.

The Hon L. Stanley moved as an amendment that the memorial be referred to the School Management Committee. He regarded the memorial as a vote of censure on the School Management Committee, and declared that if the statements in it by the managers were true then there was a malignant intention attributed to the School Management Committee to ruin Mr. Hollamby. It was very important that if this matter was to be gone into Mr. Mark Wilks, the chairman, ought to be present, but he was detained at home by illness.

Mrs. Westlake seconded the amendment.

Mr. Ross objected to refer the matter back to a committee which had already shown such tyranny.

Mr. Spicer thought it would not be fair to snatch a division at present, stating that on a matter of this kind due notice ought to be given.

Mrs. Surr said her notice had been standing on the paper for a long time.

Mr. S. Buxton was of opinion that the matter could not be calmly discussed at the present moment.

The Rev. Mr. Coxhead did not think there was sufficient reason for deviating from the ordinary custom of referring memorialists to the committee.

Mr. Lucraft thought after all it would be better to refer the matter to the School Management Committee and receive a fresh report from them, because in the end the decision would have to be arrived at by the Board itself. All that the deputation wanted was that the real facts of the case should come before the board.

After some further discussion,

Dr. Gladstone took the same view, observing that it did not follow that a second report from the School Management Committee would be of exactly the same character as their former report.

The Rev. Dr. Wainwright offered to withdraw his motion if the Board wished it. At the same time he though there could be no pretence for charging inefficiency against Mr. Hollamby when he had succeeded in passing nearly 79 per cent of the children. He intimated that if the Board did not rescind the motion the effect produced on the body of school managers throughout the metropolis would be that the appointment of local managers was a mere sham.

Dr. Wainwright's motion having been withdrawn,

Mr. White moved an amendment that the memorial be referred to six independent members of the Board.

Miss Taylor seconded the amendment.

The amendment was lost by twenty-two votes against eleven, and it was decided by twenty-four votes against eight to refer the matter to the School Management Committee.

At the Gateshead Board, on a recent occasion, complaints were made against teachers on the score of cruelty, and we are glad to see

that one member of the Board had the courage and honesty, and sound common sense, to place the matter before his colleagues in its true bearings. We refer to the speech of Mr. France, which is given below :—

Mr. Rankin referred to some supposed cases of severe flogging in schools. He had been informed that a summons had been taken out against the master, and he had hushed the matter up by paying money. Flogging had been previously carried on, and he (the speaker) was sorry to say the practice still existed. There was a case against the assistant-master, who had been flogging a lad, and such a thing was against the rules. In this case he had flogged the child, and, not only that, but he stuck a pin into the child's finger, which cankered. He thought it was high time the matter was brought before their notice. The same teacher knocked a finger-nail off the finger of a boy, whose hand the master had afterwards to bathe. If these were facts, it was high time the matter was investigated. He did not say they were true, but they had been represented to him as being true. He moved that the master and assistant-master be requested to attend at a meeting of the Board after the holidays, and have the matter investigated.

Dr. Redmond proposed that a special committee should be appointed to inquire into the merits of the case and report thereon to the Board.

Mr. France said he would oppose the motion, and he did so on the ground that he absolutely declined to relieve the managers of any school of the responsibility of maintaining discipline. It was all very well for gentlemen in that room making complaints from anything they had heard outside. It seemed to him perfectly monstrous that the whole Board was called there to hear trumped-up statements. The education of the children was as dear to the teachers as it was to any member of that Board. He though that the ordinary course should be followed: let the managers of the school investigate the case. He moved as an amendment that the matter be brought before the managers of the school at a special managers' meeting.

The amendment was carried.

The Forest of Dean Board have been informed by the Education Department that they will not be allowed to adopt a system of rewards for school attendance, instead of exercising their compulsory powers. The letter states: "In the event of your Board failing to fulfil their duty, the Education Department have to consider whether proceedings shall not be taken as in default."

The Fareham Board have lost the grant for needlework this year in each of their schools, owing to the unfavourable opinion of Mrs. Wilde, a person not appointed by the Department to examine the sewing. As this subject is one of especial interest to our readers, we append the report.

In consequence of the report by the Government inspector (the Rev. R. Wilde) disallowing the whole of the grant this year for the needlework by the children both at the Board Schools at Fareham and Funtley, the mistresses, at the request of the Board, attended the meeting with specimens of plain work, knitting, and garments which had been made by the children at the schools. Those members who by reason of their occupations might be considered judges of such work made a very minute inspection of the articles, and, on the whole, they pronounced them most satisfactory.

Mr. Gibson expressed an opinion that it was the plain duty of the Board to protest against the step taken by the inspector. One of the specimens produced he had no hesitation in saying was equal to any work accomplished by a machine.

Mr. Kelsall inquired what difference the disallowance would make in the grant received by the Board?

Miss Bailey, the mistress at the Fareham school, replied that the amount would be about £12.

Mr. Gibson: Does the inspector consider anything about the children's age?

Miss Bailey said the system adopted by the inspector was to have work performed in the school while he was present, and then to carry it away for the opinion of Mrs. Wilde, who could know nothing whatever about the age of the children who had executed it. They never saw the specimens again, which were taken by the inspector.

Mr. Dodge asked how the work then before them had been done?

Miss Bailey replied that it had been executed by the scholars without any help.

The Vice-Chairman thought the Board stood at some disadvantage in the matter, not having had the opportunity of inspecting the work which the inspector had taken. He thought that they might with propriety at least communicate with the inspector to know if he could make any suggestion whereby an improvement might be effected.

Mr. Kelsall understood that the needlework inspection came on at a very bad time.

The Clerk (Mr. T. Bishop) explained that the children were in their places at half-past eight in the morning, but the needlework was delayed until half-past one.

Mr. Kelsall did not consider that it was giving the children at all a fair chance, for their young brains must have been fairly tired before they were put to the work. It was a disadvantage, too, its being done under the worrying presence of the inspector.

Miss Bailey said she had always been commended for her needlework tuition.

Miss Christy (the mistress at Funtley) also thought that the inspector's report was most discouraging and dispiriting. With respect to the stitching the inspector had remarked that anybody with good eyes could do that, but she did not consider that he had allowed sufficient time for any of the work by the children.

The Vice-Chairman said they had at all events been served all alike at Fareham this year, for the sewing grant at the National school had also been disallowed.

The Clerk, in reply to a question, said that last year the inspector had reported with respect to the Fareham school that the needlework was not clean, and not good in any of the classes; but the needlework at Funtley he had reported as being fair.

The Vice-Chairman said that the better way would be to write and state that having seen the good work which the children had done, the Board were much disappointed at the report which they had received.

Mr. Gibson said it would not have been so pointed if the inspector had taken children whom he had before examined, and then found fault.

Mr. Kelsall then proposed, Mr. Gibson seconded, and it was resolved:—

That the clerk do write to H.M. inspector and inform him that having seen the needlework done at the Fareham girls' and Funtley schools, the Board are surprised and much disappointed that both schools have failed to satisfy him with their needlework, and the Board request H.M. inspector to be good enough to point out to them in what respect the work is defective, with a view to its amendment in future. The Board also request to be favoured with suggestions as to the mode in which the needlework can be brought into strict accordance with the Code, inasmuch as the latter gives no detailed instructions.

BRITISH AND FOREIGN SCHOOL SOCIETY.

The seventy-sixth annual general meeting of the British and Foreign School Society was held on Monday, May 9, in the Lecture Hall, Borough Road; Lord Aberdare, the president of the society, in the chair. Amongst those on the platform were—Lord Arthur Russell, M.P., Earl Fortescue, Mr. George Palmer, M.P., Professor J. H. Gladstone, Mr. T. Fry, M.P., and others. The report, as read by Mr. A. Bourne, B.A., the secretary, stated that the colleges were quite full, well reported of by the Government, and in a very prosperous condition educationally. Briefly sketching the work of the year, it was shown that at five sets of elementary schools 1,957 children were under instruction, with an average attendance of 1,501. Of those which were recognised by the Education Department as British and Board schools, there were 4,871, with accommodation for 1,468,668, a roll of 1,427,949 names, and an average attendance of 1,012,264. The financial statement showed receipts to the amount of £22,470 5s. 2d., and an expenditure of £22,445 11s. 4d., being an excess of receipts of £24 13s. 10d. With the addition of the money locally received and spent at Darlington, Swansea,

and Bangor, the figures became—receipts, £31,063 11s. 7d.; expenditure, £30,981 5s. 1d.; balance, £82 6s. 6d.

Lord Aberdare, in moving the adoption of the report and financial statement, said he was happy to see that the receipts of the present year had somewhat, although only to a small extent (£24), exceeded the expenditure. But he was sorry that did not represent the financial position of the society. He saw that there was still a sum of £1,723 due to the bankers. It was clear, therefore, that this society, if it had a claim upon the support of the whole population of this country, and it stood in need of support, had a right to demand it. He thought they would agree with him that the report was in every other respect satisfactory. Coming to the great question of education, he did not mean to say that the British and Foreign Schools had superseded, either in the number of such schools or in the number of the children attending them, the schools connected with the denominational system. But what he did say was this, that the board schools of this country had declared in favour of the system upon which the schools of the British and Foreign Society were instituted. To put it broadly, it might be said that, out of a thousand boards established since the first fervour of the passing of the Act, all but 49 had adopted the British School system. Of these 49 a large number belonged to small districts in Wales, which had declared themselves in favour of secular education. The noble chairman then remarked upon the arguments which were opposed to the establishment of the system adopted by the British and Foreign School Society, and said that those who preferred the secular system to the society's system consisted of strong denominationalists, or what might be called uncompromising Nonconformists. The former were of opinion that religious teaching should be entirely denominational or that there should be none at all. The arguments against the system of the society proceeded from two classes of men whose opinions were entitled to the greatest respect. They had, on the one hand, that of denominational education, amongst whom was such men as Mr. Gladstone; and on the other, such men as the late Mr. Miall and Mr. Richard, who held that no system of religious teaching should be allowed in schools which were provided by the State. Why, the national sentiment had, he said, shown itself in favour of the unqualified sound teaching which was imparted under the British and Foreign system. He had always supported that system. In his opinion the religious instruction given under the British and Foreign system, where it was thoroughly carried out, was amply sufficient for the religious instruction of the children attending our elementary schools. And the result had shown itself in a remarkable way in the religious examinations which had been carried on all over the country. Another very significant testimony to the worth of the system was, he thought, that formerly, as now, by the Sunday-school system—from which this country had derived such inestimable advantage—a great deal of the elementary teaching was carried on by those schools. During the last ten years a very marked improvement had taken place in the character of the religious instruction imparted at the Sunday-schools. He was glad to see that in almost all the fresh Board schools that had been built they had not adopted a system of secular education. That was one very strong reason why they should join in approving the system which had been so long in force, and why they should still uphold it as a model. But that was not the only reason. He held that the work they were doing now, in training schoolmasters to enable them to keep up a high model and standard of teaching, was one which at the present juncture was of national importance to the system of education. Comparing the results of other training schools all over England and Wales with those of the Boro'-road and other of the society's schools, the noble lord found that in 1880 the average percentage of the first divisions had been 37·09 in other institutions against 63·85 in their own. But in the second and third divisions the other institutions had the advantage, having gained a percentage of 62·91 against 36·15. Having referred to the recent Government inquiry into the elementary and higher education in Wales, which was far below the average of that of England, he said they must not be too pedantic in this matter. Their school system should be elastic. It did not do to bind themselves down to a certain class of teaching, because by so doing they injured the advancement of education.

Lord Arthur Russell, M.P., seconded the adoption of the report, which was unanimously carried.

Other speeches were delivered, and resolutions having been adopted, a vote of thanks to the noble chairman concluded the proceedings.

The National Schoolmaster.

SUMMARY.

ON Saturday, May 28, the annual meeting of the Church Schoolmasters' and Schoolmistresses' Benevolent Institution was held in the grounds of Lambeth Palace. The Archbishop of Canterbury presided, and gave the following address:—

After stating the benevolent object of the society, which had granted £7,000 in the relief of temporary distress, and had £11,200 invested in approved securities as a guarantee for the allowances, he mentioned that the working period of teachers' lives was stated to be less than that of other classes from the exhausting nature of their work. As to the ill-ventilated schoolrooms, he did not acknowledge that plea, for teachers themselves could remedy that by opening the windows; but he must say he had never entered a schoolroom that was not more or less ill ventilated. The exhausting nature of a teacher's work was generally admitted; it might be, and he believed often was, carried on with considerable pleasure in early life, but at a later age it could seldom be carried on to the advantage of either teacher or taught, and he reminded them of Sir Walter Scott, who said: "If any man were to give me my choice between being a schoolmaster and breaking stones on the roadside, I should say, 'Give me the hammer.'" But being, as it is, a noble and useful, as well as laborious, work, they were bound to do what they could to lighten the labour and soothe the difficulties which beset those who engage in that work. They might think that he spoke thus from having had some experience of the work himself. As the inhabitant of that house he had a sort of hereditary claim to experience of it, for his two immediate predecessors and himself had all spent their early days in teaching, and therefore would be the last to fail to acknowledge the usefulness and honourableness and laboriousness of the teacher's work. In public meetings of that kind it was usual for speakers to extravagantly praise the class they addressed, and they might anticipate something of that kind from him; but he thought they might also look at the other side, and consider the temptations and trials of the teacher's life. In thinking over his address the word "pedant" had come into his mind, and "pedant" was undoubtedly related to "pedagogue," which was first cousin to "schoolmaster," and he thought that a class whose mandates were law to their pupils, who directed the thoughts as well as the outward conduct of their subjects, were in some danger of falling into an unhappy frame of mind, and becoming a little self-sufficient—they might think at times, other than when they were with their pupils, that none were so important as themselves. But there were checks against this, and one was the system of certificates granted by the Council, which turned the tables, as it were, upon the schoolmaster; and by examinations found out how much or how little he might know. He would dwell no longer upon the faults to which they were exposed. God knew every profession, every single man, had his difficulties, and no difficulties were so great

as those which arose from the peculiarities of character which the circumstances in which he was placed were apt to develop. He would, therefore, guard them against exalting what was called by the grand name of "the scholastic profession" above every other calling in the world. He thought it the duty of every one who took an interest in education—and every parent in the land ought to take that interest—to endeavour to mitigate the hardships and difficulties of their profession. As Church teachers they had a serious and responsible task, whether they taught the formularies of the Church or confined themselves merely to the teachings of the Lord Jesus Christ. To educate men at all, even in secular subjects, was a great work, but to educate them religiously was a still greater work, and he was sure those before him would not forget how many duties their name implied. They who knew the difficulties of secular instruction would not forget the much greater difficulties which beset them in trying to train the whole character, and in preparing, not merely clever boys, but good Christians. As Church teachers they all knew the definition of "Church" in the Articles, and he hoped they would bear in mind that it was of very little use to bring up children as outward members of the Church of Christ if they did not attempt to make all their instruction of use in aiding them to be better members of that assembly over which the Lord Himself would preside when He came to claim His own. The deep responsibilities of their office themselves were enough to secure the honour and regard of a great Christian community, and he thought that those who were connected with that society might feel confident that this great Christian community of theirs would be ready to help those to whom they must feel that they were so greatly indebted for the good both of themselves and their children.

One of our contemporaries, through the courtesy of the Rev. E. F. M. MacCarthy, has been able to give a much fuller account of the deputation to the Department on Code reform than that which appeared in our last issue. Mr. MacCarthy was organiser of the movement, and he has become the reporter of its proceedings. We see from this report that Earl Spencer, the Lord President of the Council, very cleverly turned the tables upon the deputation. The Code, he said, had not hitherto aimed at tying the hands of the teachers; but according to the scheme submitted to him, little or no discretion would be left to them :—

> There is one point on which I should rather like to hear your views. Though the Code has laid down particular stages and standards, we have not aimed hitherto—and, in fact, we have rather departed from that—at laying down very particularly for all the teachers the manner in which they are to instruct the children. Now, according to this Code you certainly lay down very much more definitely the standard in which all these various matters should be taught. Is it your opinion that it is desirable to bind down the teachers to such an extent in their modes of teaching ?

In answer to this, Mr. Picton could only blurt out that they were not prepared to maintain that every word in their tables should be adhered to. There is one point we would urge upon teachers, and that is, that they should bestir themselves to let it be known with what hearty repugnance they regard such foolish schemes as that submitted to the Department. The educational papers have been, for the most part, dumb dogs in the matter; they will not bark. There are certain blandishments which can be cast round editors that make it well nigh impossible for them to perform their duties effectively. Teachers should take the matter vigorously into their own hands, and let Earl Spencer

and Mr. Mundella know that they do not want Mr. MacCarthy's Code, or any modification of it. The "stringing-up" policy has gone far enough already; but it would be worse under Mr. MacCarthy's dispensation, for elementary education would be strangled altogether.

A circular has been issued, respecting the National Provident Society, setting forth the advantages it offers to teachers. As, we understand, a copy of it has been sent to every teacher, it would be a mere waste of space to reproduce it in this paper. It would seem that the authorities of the Union have become alarmed at Mr. Mundella's proposal for a scheme of pensions; and that they think the best method of defeating this policy, will be to make more widely known the Union scheme by which, if the society remains solvent, a teacher can obtain a pension for himself. Mr. Heller, in issuing this circular, has taken up a position of distinct antagonism to Mr. Mundella's proposition. The order has evidently gone forth, that it is to be stifled at birth, in order that the ricketty bantling of the Union may grow and flourish. Well, if it pleases teachers, we are not concerned with it. We always thought it was an offence against the commonest rules of prudence to invest in a society which has no reserve fund; but we are loftily told that "the tables of the society are based on computations which place the permanent security of the society beyond doubt." Among the reasons given why teachers should support the society, one states that payments can be made more "pleasantly" to the Union than to other societies.

REVIEWS.

Geography Reading Books, Part II. for Standard III. London: National Society's Depository.

THIS work is written throughout in the form of a narrative, and is attractively illustrated. All sorts of abstruse and scientific subjects are here made as simple as they can be, and pleasantly mixed up with a good deal of entertaining matter. A doubt occasionally flashes across the mind on reading such a sentence as "'Why, that's on the Equator,' shouts Johnny," whether Johnny would be inclined to display so much interest in the matter; but, like the unfathomable erudition of the mamma in the books on useful knowledge, we must pass over that. As a specimen of the simple manner in which the subject is explained, we may quote the following sentence:—

"I like longitude best," says Johnny, "they are fond of each other, and run home to the poles to see each other. The latitude lines are like Dick and me when we have quarrelled, and go along the road, one on the one side and the other on the other, and never cross over."

There are a number of capital illustrations in the book, and some useful diagrams and maps.

The Sources and Growth of the English Language, by Thomas Page. London: Moffatt and Paige.

THIS is a work of a somewhat composite character, and consists of the following parts: I., Origin of the English Language; II., Elements of which the English Language is composed; III., Prefixes; IV., Affixes; V., Saxon, Latin, and Greek Derivations; VI., Periods of the English Language. What the writer here undertakes is generally very perfunctorily done in ordinary grammars, and we have no doubt that the book will be very useful to pupil-teachers. Under the last heading it contains a very useful list of English writers from the Saxon period to the present time.

Sharples' Arithmetical Test Cards. Standards II. to VI. Manchester: John Heywood.

THESE cards are arranged on a useful plan of having different colours for different standards. Thus Standard II. cards are red, Standard V. blue, Standard III. white, and so on. Each packet contains 36 different cards with a card of answers. Each card contains six sums, ranging from very elementary examples on Card I., to somewhat difficult problems at the end of the series. No teacher can expect satisfactory results in arithmetic who does not make use of a good series of Arithmetical Test Cards, and we are quite sure that any class who could work three or four out of the six sums here set down would not fail in the examination of H.M. Inspector.

Geographical Reader—Book I., by J. M. D. Meiklejohn, M.A. W. and R. Chambers.

THIS is a charming book, but whether the text or the illustrations charm the most, we are not able to decide. Each would be incomplete without the other; together they make an admirable introduction to geography. The work is divided into two parts, Part I., "How People Live and Dress and Work," Part II., "A Journey round the World." The text is profusely illustrated with most charming woodcuts, which will teach children perhaps more than the text. As we have pointed out in other works of this series, Mr. Meiklejohn does not wander from his subject in his desire to entertain his young readers. He makes his matter interesting by stating it in the simplest manner, and he takes care to give a number of questions at the end of each chapter, to see that the pupils have really remembered what they have read. We are quite certain that every scholar will be delighted with this book, and a teacher must be very hard to please whom this does not please.

The Child's Bible Expositor, by S. E. Scholes. Manchester: John Heywood.

THIS is a little book on Old and New Testament History by way of Question and Answer. It is drawn up with ability and good sense: the questions are short and suitable, and the answers simple and to the point. The fact that the work has gone through four editions already, shows that it has been found very useful in schools and families. It is attractively bound, with gilt lettering on the back and side, and would make a suitable present for a boy or girl. A great variety of useful information is scattered throughout the work. We may give as an instance the following questions and answers:—

Q. "Why does Micah speak of 'hoofs of brass?'" (Micah iv., 13.)
A. "To show the strength and power of Christ's Kingdom, which should crush all opposing forces, as easily as the oxen in the East were able, with their brass or iron hoofs, to thresh the corn."
Q. "Why did John declare himself not worthy to bear Christ's shoes?"
A. "He alluded to an Eastern custom, which was when one great man entered the house of another, he took off his shoes, or sandals, at the door, and gave them to an inferior servant to hold until he came out again. Thus John meant he that was not worthy to be Christ's lowest servant."

Rundschau über das Unterrichtswesen aller Länder. (Review of Public Education in all Countries.) Berlin, 1880.

We have received four numbers of this excellent Review, and, though the many and various articles it contains could not be epitomised without losing much, we will endeavour to lay before our readers one or two points which appear to possess a special interest. The first of these shall be the influence and control to which it is desirable that children should be subjected when out of school, and during the period immediately following their finally leaving it. Here it is that the difference between the foreign idea of "paternal government" and our English views on the same subject comes most prominently to the front. There is a complaint that, under the influence of modern politeness *(Humanität)*, some of the most valued features of the old German character are fast wearing out, and the popular saying that it was "the German schoolmaster who conquered at Königgrätz and Sedan," is strongly called in question. The first proof of this craze after politeness *(humanität-schwindel)* is, that now children of 16 years are addressed as you *(sie)* instead of thou *(du)*, an expression which was received by the audience, to whom the address containing it was given, with exclamations of wonder and amusement. Other points, more obvious to Englishmen, are the assumption of the "manly attribute" of a cigar, which is condemned on the strength of the old saw, "*esse quod videris*"—"let boys be boys". But it is at the same time rather to sources external to the children that this deterioration is traced, to the encroachment of the wife upon what is properly the domain of the husband, and to the increase of luxury and of the pursuit of pleasure; so that, "if we are to be honest, we must acknowledge that the old German family feeling is palpably on the wane, and that the training the children receive at home contributes in a deplorable degree to undermine the education of the school." A further mark of the times is the want of harmony between them and the church; the only difference ought to be that the former should take for its motto "Work and pray," the latter, "*Pray and work.*" The outward manifestations of this spirit of the age *(Zeitgeist)* are to be encountered by police regulations about smoking in the streets, admission to public places of entertainment, and the like. We find ourselves on more common ground in an article which gives a cordial approval to Sir W. Harcourt's Reformatories Bill, and in another containing valuable suggestions for the formation of *Vereine Unions*—pretty much upon the principle of our "Girls' Friendly Society." We should be glad likewise to call attention to a paper of specimen questions for examination. Those on religion are—for Catholics—(1) The Prophecies in the Old Testament of the date, place, and circumstances of our Lord's birth, and their fulfilment in Him and none other; (2) The circumstances in the state of the world at the time which favoured the spread of Christianity; (3) Catechical instruction to the elder children on the sinfulness of lying. For Protestants—(1) The connection between Religion and Morality; (2) The Ausburg Religious Agreement and its consequences; (3) Catechical instruction on the Fifth Commandment. A subject of complaint in more than one article is the number of subjects in the curriculum—in neglect of the maxim *non multa sed multum.* In consequence of the extent of the instruction given, the memory alone is exercised, and to the neglect of other faculties, particularly the emotional ones, is traced the small moral results effected under the present system. One remedy suggested is, to drop the repetition of poetry in foreign languages, which are imperfectly understood, and the substitution in its stead of German national songs. We are in a condition to speak personally of the good effects of this in Norway, where we have often heard the children in country schools singing with the greatest delight songs from the mythology, and earlier, as well as later, history of their own country. The physical evils of too long school hours, and frequent changes from branch to branch of study, are strongly insisted on. Mr. Macgregor and the swimming schools in London come in for a full meed of praise, and the contrast between gymnastics *(Turnuräbung)*, and the greater liberty of uncontrolled play, is dwelt upon to the no small disparagement of the former. There are also excellent remarks upon the combination of geography and history in school lessons, and, when geography is first taught, upon teaching it analytically, beginning with the child's own home. In school appliances the "Fatherland" appears to be in advance of Old England, for we hear not only of carefully coloured lithographs of veins and arteries, but of plaster models of various parts of the human frame, and copious and carefully prepared herbaria of plants and flowers. The

external supplies and the springs of the national educational machinery occupy no small part in the pages of the "Rundschau." The numbers before us contain very full notices of various bills before the German Parliament, as well as of regulations in the provinces, Alsace and Lorraine included, concerning the pensions of retired schoolmasters and provision for their widows, and similar matters which are treated in no niggardly spirit. But the horizon of the "Rundschau" is not limited to Germany. It surveys the world "from China to Peru." We learn with pleasure that at present there are in the kingdom of Greece 1,194 elementary schools, with 1,206 teachers, and 79,114 scholars, a fact which derives additional interest from the circumstance, that in Greece henceforth a modern language, closely allied to the ancient with nearly all its beauty, and at least all its fulness, will, in the next generation, supersede the clipped and mutually unintelligible dialects now spoken in its various provinces. Less directly connected with education, under the, to us, strange title of "Examples of a psychological treatment of Bible narratives;" we find a thoughtful, devout, and thoroughly orthodox sermon on the Temptation. A somewhat similar *excursus* upon "the Book of Job" in elementary schools, proceeds upon the supposition that children should be carefully taught that the framework is allegorical, but dwells upon the instruction it contains, and its unique beauty as a poem. There are also papers upon the phenomena of mesmerism and somnambulism. Lastly, in the articles devoted to music, we discover that a violin is part of the necessary appliances in every German school. An invention of great possibilities by School Inspector Hatt, of Wolsheim, is also mentioned, the "electrical melodion," by which, by means of electricity, any keyed instrument can play automatically, the music being written in a particular way on a prepared cloth, and so dispense altogether with pianist or organist.

READING AND SPELLING.

THIS is the great leading subject of instruction in our schools, and it is impossible for the teacher to bestow too much attention upon it. The criticisms which we are constantly reading in successive volumes of the Educational Blue Book are of value in considering the matter; and they would be of much more value if their authors had been, at an earlier period of life, practical teachers. As it is, they are frequently unjust, and expect higher results than are actually attainable, considering the class of children, and the short time they are under instruction. Occasionally, a sympathetic inspector acknowledges signs of improvement, and confesses that children of seven and eight, in elementary schools, read as well as children in a better class of life, under a more pretentious system of instruction. Any signs of candour on the inspector's part, incline us the more to place a high value on his criticism, and we must certainly bear in mind that where reading is badly taught, the work of the school, as a whole, cannot possibly be done well. The mechanical art of writing is not for a moment to be placed in comparison with it, and that part of the examination in writing which necessitates correct spelling, really belongs to the great subject of reading. We believe it is never found that a bad reader is a good speller; though it may sometimes happen that a facile reader has not

acquired the power of spelling accurately. One recommendation the inspectors make is, that reading with expression should be begun to be taught from the lowest class, should be begun, in fact, while the child is in the infant school. No doubt if this could be done it would be a manifest improvement; but it seems impossible to require a child who has to spell three or four words in a sentence of ordinary length to read it with expression. Teachers have to make their choice between good reading with little or no expression (which the inspectors would say is not good reading at all), and weak, imperfect reading with an attempt at expression. If the inspector were himself to take a reading lesson for a class in the second or third standard, he would perhaps find that at the expiration of the half hour he had heard three or four boys read out of the twenty, and that the class as a whole had had little or no practice in reading. To children of the lowest class, learning to read is like acquiring a new language, since the vocabulary in use at home and in the streets is of an extremely limited character. It is sometimes stated that good reading is not distinguishable from talking, but we do not ourselves incline to agree with this opinion. There is a natural beauty, intelligence, and vigour in reading, which would be marred by the introduction of the conversational tone. The great hindrance, however, to intelligence in reading is the fact that it is necessary in the majority of schools to to entrust the charge of the lower classes to monitors and pupil-teachers. The monitor, or pupil-teacher, has not learnt to read with expression himself, so he is unable to teach his pupils. Again, there are scholars with very little intelligence, whom, instruct as you will, you will not be able to teach to read with expression. For generations backward their parents could not read at all; and it is a distinct advance to make them read any way, and understand roughly the sense of the words. The inspectors used to be selected altogether from the ranks of the clergy, and many of the older inspectors are, as a matter of consequence, clergymen. It might be asked of them, how many per cent of the clergy are able to read the lessons in church with expression? In many cases it is the veriest sing-song, the most gloomy kind of incantation, or funeral chant. Want of expression in reading does not hinder a scholar from understanding a book or newspaper he may be reading to himself; it is strictly necessary only when it is required to read to others. And we ourselves incline to the opinion that it is a faculty of somewhat slow growth, and that though a boy or girl may not have it at twelve or thirteen, they may have imperceptibly acquired it by the age of twenty or thirty. When a class of thirty boys are standing together, each having a book, and the teacher also having a book, the pupil sees no necessity why he should read so that the others should

understand him; but if he were reading a narrative out of a newspaper to his comrades, he would be compelled to try and make the words and meaning clear. Teachers would, no doubt, find this an admirable mode of teaching expression in reading, and a good plan would be to have an interesting tale, and let each scholar read a paragraph in turn.

As regards spelling, one of the inspectors very sensibly insists that it should be taught through the eye. There should be less dictation; there should be more transcription. But teachers find out that unless the supervision and discipline is very strict, there will be almost as many mistakes in transcription as there would have been if the same piece had been dictated to the pupils. But there is no excuse for a single mistake in a piece of transcription, and with proper modes of punishment, errors in this exercise can be stamped out. The piece transcribed to-day should be the piece of dictation to-morrow; and in this way teachers would not commit the folly of themselves producing bad spelling by compelling their scholars to spell words, the letters of which they do not know correctly. Children however, who are voracious readers, rarely turn out bad spellers; the remedy therefore is to encourage miscellaneous reading out of school, by all means in the teacher's power. Perhaps the time will come some-day, when there will be no elementary school without a scholars' library of from one to two hundred books. When this is the case, there will be few failures in reading and spelling; and more time will be placed at the teacher's disposal for the teaching of other subjects which each child ought to know, such as geography, grammar, history, and some brief information connected with the important matter of his bodily health.

THE GENERAL ASSOCIATION OF MANAGERS AND TEACHERS.

THE ninth Annual Congress of the General Association of Managers and Teachers was held on Friday and Saturday, June 10th and 11th, at the Victoria Hall, York. The Dean of York, in the absence of the Archbishop, occupied the chair, and though the Conference was but thinly attended, several subjects of great interest and importance were discussed, and resolutions arrived at, affecting the interests of elementary teachers. The Conference discussed Sir John Lubbock's Teachers' Registration Bill, and expressed a unanimous opinion that "no Bill for the registration of teachers can be deemed satisfactory which entirely excludes as such the teachers engaged in our public elementary schools." The next subject dealt with was "The

endorsement of teachers' certificates," on which there was much said that was well said. The Principal of the York Training College, the Rev. W. De Courcy Baldwin, put the matter in a very forcible light.

It should appear, *a priori*, as if no valid objection could be made to the annual endorsement of the teachers' certificate. It might be fairly said that each record of a year's work well done makes the document more and more valuable as years roll on; just as each bar added to his medal makes the latter more and more honourable to the war-worn veteran. In many cases, perhaps in most cases, this proposition would be approximately correct. In this particular district, especially, the most cordial relations have long subsisted, still subsist, and, I am certain, will continue to subsist, between the teachers and their inspectors. When men are doers of good work on the one hand, and good judges of work done on the other, little occasion for dissatisfaction is likely to arise. But all inspectors are not equally well qualified, and have not the same amount of experience. Their idiosyncrasies vary, and they have varying standards of judgment; and it strikes me that the space at their disposal on the back of the parchment is too circumscribed for the inscription of anything more than an epigrammatic opinion. Now all men are not equally skilled in the composition of an epigram, nor does the subject of an epigram appreciate it as highly as perhaps he ought, when he finds himself branded with failure, or "damned with faint praise," without any accompanying statement of the peculiar difficulties which he had, in all probability, to encounter. Many instances of seeming injustice of this kind have appeared from time to time—some of them very lately—in the pages of the educational journals. I make no quotations from them, because, as a general rule, in such statements, only one side of the question appears. However, a *bonâ fide* illustration of the manner in which a certificate, otherwise excellent, may be marred by a single entry from the pen of a very inexperienced inspector has been placed in my hands by a gentleman in whom I have entire confidence, and who guarantees its absolute accuracy. I will only premise that the case I am about to read is not taken from the annals of this or any neighbouring educational district.

COPY OF REPORT GIVEN TO MR.....BY MR.....

	REPORT.	INSPECTOR.	REMARKS.
a	"Teaches with animation and ability."	Senior.	
b	"School in good order, and has made considerable progress."	Another Senior.	
c	"School in very good order, he [the master] instructs them [the scholars] with energy and success."	Same that made report *a*.	
d	"The results are far from satisfactory."	Young, fresh from college.	No allowance, or mention made of great difficulties, *e. g.*, lack of teachers, death of mistress, and 3 months before another was appointed, &c.
e	"The school seems likely to attain to a high position."	Senior, but not same as *b*.	
f	"Very efficient master—work throughout very creditable."	Seniors, not same as *b* or *c*.	
g	"Excellent."	Senior, same as *f*.	
h	"Excellent."	Senior, same as *f*.	

Here we have an "able," "animated," "energetic," "very efficient," and altogether "successful" master—you perceive that I quote my epithets from the

successive entries—who has been reported on, in eight successive years, by five different inspectors, of whom four were experienced "seniors" and one a "junior" "fresh from college." Mark the result. Between three highly commendatory endorsements, and four which are simply "excellent," comes in one, the fourth, from the hands of the inexperienced "junior," which would tend, *per se*, to ruin the poor teacher's professional character. But, of course, you must be careful not to form a sweeping induction on a few isolated instances. I have the honour of being acquainted with a great many of H.M. Inspectors, and I am sure that any one of them would be quite ready to say to the whole of the honoured and honourable body of which he is a member what a late distinguished head of a college is reported to have said to his assembled dons—many of whom happened to be very young men: "Remember, gentlemen, that none of us is infallible—no, not even the youngest amongst us!"

The conclusion Mr. Baldwin arrived at was, that after two years' probation, the entries on the certificate should be triennial and made only by the senior inspector of the district, and also that when a first-class certificate was obtained, it should be treated as a diploma of the highest grade, and be subject to no further endorsement. He moved as a resolution, "That these suggestions should be referred to the General Council for their consideration, and that such action be taken thereon as the Council should deem advisable." The Rev. A. E. Brown moved, as an amendment to this, "That the endorsement of certificates should be abolished." He thought it could only be defended on the theory that teachers were civil servants. The Rev. J. R. King, chairman of the Oxford School Board, said the vote of the Oxford branch was unanimous against abolishing the endorsements upon certificates, on the ground that they were valuable testimonials. The Dean added a little to the discussion by telling an anecdote where a teacher had suffered great wrong because an inspector had visited his school when suffering from gout.

The Dean said that his experience led him to think that some change was required for the protection of the teacher, since unintentional injustice was at present done to some teachers. He had known a case where a teacher had suffered great wrong. A senior inspector had visited the school when suffering from gout. In consequence, the teacher had an unfavourable entry upon his parchment which he did not deserve. He had felt compelled to fight the battle of the teacher, and, as a result, what reparation was possible was secured. But the teacher had been made to suffer great distress of mind.

The amendment in favour of the total abolition of the endorsement upon certificates was supported only by its mover and seconder, after which the original resolution was passed without a division. The subject discussed at the second session was "The Duty of Managers in regard to the daily religious instruction in schools: should Sunday-school teaching be arranged to supplement the teaching in day schools?" The discussion, as a whole, was vague and undetermined, and aptly symbolises the present state of religious instruction and diocesan inspection. A teacher thought Sunday-school teaching by the schoolmaster ought to be optional.

A clergyman rejoined that in rural parishes his services could not be dispensed with. At the third session the Archbishop of York presided, and read a forcible address. His grace remarked on the relative positions of board and voluntary schools :—

Lest any note of faint-heartedness should disturb our harmony we have had supplied to us a short paper of statistics which seem to me almost amazing. I will not read what is in everybody's hand, but some of the more striking facts may well be repeated. We are now contending with a system which has the right of taxation of the ratepayers, whilst we have only the goodwill of Church people to rely on. The board school, where it exists—in York it does not exist—is, of course, sustained by ourselves; our subscription to the Church school does not exempt from the school rate. A little dislike to pay twice over may here and there affect our Church school subscription list. And now what do we find? The average attendance in 1880, in all Church of England schools, is 1,470,000 in round numbers, and the average attendance in all board schools is 769,000. The increase in eleven years of average attendance in Church schools is about 600,000, and the whole attendance in board schools only exceeds that increase by 169,000; so that the school board system, with free access to the ratepayer's pocket, has got together a body of children not very much greater than the increment in the Church schools during the same period, whilst they have only had access to a pocket that is apt to be treated much more tenderly—namely, their own. The Church of England schools have more than twice the accommodation which the board schools possess. The Church spent in 1870, at the beginning of the struggle, £329,000 on maintenance of schools. In 1880 she spent £587,000. There are here no symptoms of exhaustion; there is here every promise of life and activity in the future. There is here—I speak for myself alone—a result not less than amazing, for it seems that the more the Church people have been taxed for a national system of secular education the more freely they have given to the system of religious education which they prefer.

The Archbishop went on to show that the future life of the great mass of the people would depend a good deal upon whether their teachers had been men of a religious turn of mind. In his reference to history he probably exaggerated the extent to which it is at present taught in schools, but this part of his address is well worth careful perusal :—

The word education means a leading out of a state into another and more complete state, as the word instruction means the building up and setting in order of some mental edifice, of which mere facts can only be at the most the stones and beams and furniture. To form minds is the work of education, to form Christian souls is the work of Christian education, and, when we speak of religion as one of the subjects of instruction, we do some injustice to the truth. In the formation of a mind religion will be, not one of the materials affecting one part, but it will be the setting and the cement by which all the parts are built into a whole. You may prescribe that the teacher shall not teach the Catechism, or even the Bible itself, in certain hours; but the best teacher has his own character formed on a religious base, and his character will come out in all his teaching, and cannot be hid. What will you do with him in the other hours? History is either a blind struggle of races, purposeless and unguided, or else it is the unfolding of the providence of God before our eyes. It must make the greatest difference to the pupils which of these two views they adopt, for, as we all know now, education goes on, in and after school, and the working man reads his newspaper, and passes swift judgment on things in Church and State, and is invited by the franchise to put his judgments in force. Now, if he comes out of his school with no idea that God rules the world, he will be apt to look on life as a kind of free scramble for an inadequate supply of good things, in which every one is bound to do the best for himself, and in which all means are fair that tend towards success. What are the Nihilisms, and the Socialisms, and the Land Leagues of the moment but crude appli-

cations of such a view of the world? What are the outrages which prevail and the reign of terror but the expression of the belief that there is nothing sacred—no Divine sanctions—in the system of which we are part? But here the difference between good education and bad is not the half-hour or the hour given to catechetical instruction alone; it will consist in the attitude of the teacher in every hour of the day, and towards every subject of instruction. History leads by one step to the teaching of morality; our own conduct is our own humble contribution towards the history of the hour. I suppose I need not argue here that it is of vital moment whether our conduct rests on the godless view which I just sketched or on the godly view. I go so far as this, that the holding up of our Lord's holy example before the mind has been appointed to be, and has been, a more potent means of reforming the character, and adjusting it to high and holy aims, than all the moral treatises that have ever been composed for the good of mankind.

His grace next proceeded to remark that the treatise on morals "filtered from all dogmatic teaching," which Mr. Dixon, the chairman of the Birmingham Board, said was in preparation, has not yet made its appearance. He contended that no instruction on morals could possibly influence the mind and life of a child so much as the example of Christ in the Gospels :—

You have all forgotten by this time what I told you in 1879, that the Birmingham School Board was at that time beginning to discover that a little morality infused into the teaching could do no harm, and the distinguished spokesman said that, even if, in the effort to teach morals, the teacher should stray into religion, it should be held venial. We were promised, too, a book which should contain practical morals filtered from all dogmatic teaching. No such book has reached me from a Birmingham press. I have before me a Belgian book, expressly drawn to exclude dogmas and to meet the cases where the Birmingham Board has found its difficulties. But M. Tiberghien would be at once rejected by that body, for his fourteenth chapter is devoted to religion; and this sentence would condemn him for ever: "St. Paul says it is in God that we live and move and have our being, and all authors have approved these words; but finite beings are not to be confounded, from these words, with God, any more than the effect is to be confounded with the cause, though it be contained in the cause. . . . . God is the cause of the world, the first cause of all that exists, because the divers orders in the world are in effect determined according to the Divine essence and attributes." It seems to me that the School Board would reproach this writer much as Balak reproached Balaam. My own reflection would be that the writer has made his theology as thin as gold leaf, but has not discarded it, and that he has made it less clear. Existence, attributes determined! this is what is to be administered to the lower classes in elementary schools. In what is it better than a lesson that is certainly easier to understand. If any man will come after Me, let him deny himself, and take up his cross and follow Me. The spirit of Christ within and the example of Christ as our outward standard—these are the moral system of the Gospel of our blessed Lord. No one who has tried it says it has failed; no one who studies the past, even with a hostile mind, is able to deny the grand force of this Christian idea. In the movements of the past we are asked to forsake it, not because it is worn out or superseded—the Birmingham manual being still in the press, or even far on the other side of the press—but because there are Jews and others who do not accept it, and because the Christian denominations teach it variously. We cannot, for our own part, accept any vague and abstract words as attributes, first cause, and the like—first, because you have no security that similar controversies would not spring up about these if once we began to use them seriously; and, next, because we cannot throw aside the good for that which is less good—the human generalisation for the Inspired Life and words. Think what children are! Think how marvellous is the adaptation to the child's mind of the New Testament, and especially of the Gospel narrative! Think, on the other hand, what soporific possibilities lie in the discussion of attributes, and chains of causes, with a somewhat heavy child of ten! I will not throw down the tool, keen and sharp and tempered—the very instrument

for the workman, proved for generations, to try my hand on some new instrument, made to order, but by a new firm in Birmingham, which does not fit my hand and which I have never proved at all. If I can make the children members of Christ and children of God, I know how they will act and how far they can hope to surmount temptation. But they must have not merely the dogmatic teaching; it must be digested and assimilated with all their knowledge. And this is one reason why I have treated as one the cause of religious teaching and the cause of freedom for the teacher.

The question of an alteration in the mode of awarding the Government grant was then discussed, and the Congress wisely came to the conclusion that they had better be content with things as they are. After a discussion on the question of compulsion, which does not call for any special comment, the subject of teaching class-subjects through Reading Books came under review. Considerable difference of opinion was expressed on this matter, some teachers thinking the plan fettered the teachers' freedom; others that it discouraged learning by rote, and tended to give children a taste for geography and history.

THE BLUE BOOK FOR 1880.

(Ninth Article.)

MR. TREMENHEERE inspects schools in the Kendal district. At the commencement of his report, he gives a graphic description of an ancient condition of things in which education was conducted under the "Whittlegate" system.

In the west coal and iron reign supreme, and the population is heterogeneous, but the essential character of the district is agricultural, and the Scandinavian origin of the people is well marked. As yeomen, cultivating for the most part small freeholds handed down to them through many generations, they carry self-respect almost to the point of self-complacency, and thrift to the very verge of that virtue. Physically a fine race, sturdy rather than agile, they send to our schools children, the picture of health, in whose mental composition solidity predominates over brilliancy. This part of the country has never been without some means of education. A century or so ago the custom of "Whittlegate" was still in full force. There were no schools, but the peripatetic teacher was allowed to wield his "whittle" or knife at the neighbouring farms in a recognised rotation, and there he taught the congregated youth. Later, schools sprang up—miserable hovels we should now consider them, but they must have done good service in their day, since in 1870 both Cumberland and Westmoreland stood high up in the list of counties educationally arranged.

Mr. Tremenheere later on has an attack upon the Dames, but we do not think the logic which he uses particularly strong. He argues because the State forbids ignorant persons to practise medicine it ought to forbid unqualified teachers from presuming to educate the young. There is clearly a distinction between the two, inasmuch as many children are benefited by the Dame, and none of them seriously injured. If the State interfered to demand a certificate in every case as the qualification

of a teacher of secular knowledge, it could hardly remain indifferent in the presence of so large a number of incompetent teachers in spiritual matters. No; the Dame must be starved out, gently weaned from her once useful occupation which in the dark days of ignorance in the centuries before this, kept some glimmer of light in the world. She must not be thrust out of her schoolroom, and her scholars deported to the nearest efficient school. But Mr. Tremenheere is sorely tried to have patience with her.

Other embarrassments there are which might, I think, be removed or lessened by legislation; as, for example, the great expense in the way of "costs" entailed by prosecutions upon local authorities, and the perennial difficulty of the dames' schools. At present each child has to be rescued separately from the mild incompetence of these pertinacious worthies, and often the effort is baffled. It may be that previous attendance at an efficient school has so far advanced the child that the magistrate is unable to condemn its attainments as decidedly insufficient; it may be that the magistrate himself, assuming for the nonce the unfamiliar functions of an inspector, has no very exact idea of the degree of proficiency to be expected at such an age. In any case, matters of health and morals, so largely affected by the state of the premises and of the discipline, are never submitted at all to his judgment. Surely the futility of this mode of procedure would only be equalled if the law punished, not quacks themselves, but the victims who consult them. Why should not the precautionary principle applied to the practice of medicine bo extended to the profession of teaching and training the young? Is it too early to assume that the day is past when those who have failed in all other occupations were still qualified, as Lucian says, "to sell bloaters or to teach the elements?"

Mr. Tremenheere writes his report in a very entertaining and sensible style, and he has some very forcible remarks on the way in which reading is taught. We are glad to see he separates himself at once from that group of critics, who see things in the blackest colours, and who consider that children in our elementary schools read much worse than children of the same age in other institutions. Mr. Tremenheere sees signs of improvement in reading, but deplores the dying away of "our local dialect," through this improvement. He would be glad to see a greater number of conversational pieces in our reading books, "in place of scissors and paste compilations wherein the *disjecta membra* of scientific technicalities are interspersed with ill-concealed sermonettes, and mendacious stories of anthropomorphised animals."

Reading is a subject which, as my assistant, Mr. Robert Smith, well puts it, is much practised but little taught. On this point indeed I can but re-echo the complaints which, one after another, my colleagues have addressed to your Lordships. At the same time it is but fair to remember how exceedingly rare an accomplishment it is, even among highly educated persons, to be able to read aloud "with a good accent and a good discretion." This, moreover, personal experience enables me to vouch for—that, putting aside certain provincialisms of accent, the children of our elementary schools read quite as well as their "helikes" in institutions of much more pretension, just as they write and spell undoubtedly better. Further, it is certain that the reading is improving. There is less slovenliness and mumbling than of old, the organs of speech are acquiring greater flexibility, and the classical is gradually superseding the provincial pronunciation. Indeed it is not without a secret sigh that I watch the progressive decline of our local dialect, which is one of extreme interest to the student

of the English language both in its philology and its phonetics. If the training college restores our mutilated inflexions, it too frequently, alas, robs us of our aspirate. But it is in expression, in the due modulation of the voice, that the reading remains most defective.

Mr. Tremenheere has some very sensible remarks on the subject of spelling, which, in spite of their length, we feel convinced our readers would like to read through and think over. He does not agree with the spelling reformers, for a very good reason, which he proceeds to state. He points out that the best way to learn spelling is through the eye, not through the ear; and gives the means by which teachers produce the best results in this difficult subject:—

Spelling seems to be regarded sometimes as a *bête noire*. There are those who would invoke the aid of a Royal Commission to reform it. I have even heard of some who would fain "reform it altogether," and let every man spell as is right in his own eyes, on the principle of a late minister, who, on being bantered about a misspelling in one of his despatches, declared that he "would not give a rap for a man who could only spell a word in one way." In some quarters, again, an orthographic revolution is preached, and one apostle of the phonetic jehad, who is, I believe, a schoolmaster in his leisure moments, declares "inspected schools a failure." On the latter point his experience is doubtless conclusive, as far as it goes; on the former he is in accord with theories supported by some well-known and highly-honoured names. Professor Max Müller has repeatedly declared English spelling to be "a national misfortune which handicaps the English child to an incredible degree." Grant the truth of the complaint, does it follow that a remedy would be found in phonetic spelling? The merit of the system would be that all would be able to character the sounds they use, but since within the three corners of this country the same words are sounded in a dozen different ways, who would be able to read any but his own dialect? Bring a Cumbrian and a Cornishman together, and their conversation would indeed be limited; but if the *Whitehaven News* is understood in Penzance and the *Cornwall Gazette* at Cockermouth, it is simply because both discard their dialectical idiosyncrasies and present their words in a form which, while common to all the counties, may be pronounced in each according to its predilections. But what would the Londoner make of the following if it were to appear in the columns of a metropolitan paper?—

When his mudthre fust browt him tet skeeal, he wes a girt row, daft cofe es ivver ya saa i yer life, barn. Bet t' mudthre, silly body, telt maestre et she wanted him ta meeak a varra faar laarnt man o' Jack. Eftre maestre hed leeakt him weel ower, an teean t' mezzar on him, he sed he wes varra scoary but he duddn't find t' barns et go tet skeeal wi braens. He nobbet fand em wi laarnin, and wed gi them es mickle a' that es thae wer yabble ta tack. Bet it wes varra lile et Jack cud tack, fer he wes naarly a' his time et neeak, weet dunce cap on. Maestre triet, an better triet, bet he cud meeak lile er nowt on him, an sed ho was whyte sewer et he cud laarn Titty Bobby's jackass meear i' ya dae ner he cud laarn Jack i' twa munths.

A greater calamity than English spelling was the confusion of tongues, and phonography would, it seems to me, only introduce among our countrymen a new calamity, a confusion worse confounded, in the shape of a confusion of letters. Until, therefore, the railway and the schoolmaster have introduced uniformity of pronunciation throughout the kingdom, the proposed "reform" would only substitute complete chaos for frequent anomalies. Even then its very possibility is open to doubt, for I see no reason why I should not transfer the language which Professor Max Müller uses of the way in which we employ words to the way in which we represent them. "If that change takes place it will not be by the will of any individual, nor by the mutual agreement of any large number of men, but rather in spite of the exertions of grammarians and academies."

Meanwhile, taking the orthography of our language as it is, what is the best way to teach it? By training not the ear but the eye. Fluency, whether of reading or writing, would be unattainable if we were always obliged to notice the individual letters composing each word. The truth is we read and write much as the Chinese do. Each word is to us a separate symbol; of course it can be analysed, but in point of

fact we do not analyse it either in reading or writing. The alphabet has ceased to be appealed to; we are familiar not now with the component letters merely, but with the combinations of letters, which we recognise at a glance. Nor is this by any means such a stupendous task as might be presumed. The number of words in ordinary use in the case of well-educated people is estimated at from 3,000 to 4,000, and of these a very large proportion are the very simplest in the language, with the printed appearance of which a child of six is already familiar, and that in spite of the fact that orthographic anomalies must be quite as great a hindrance to progress in reading as in writing. Yet we hear few complaints about the difficulty of teaching reading; nor is the converse process so very troublesome when proper methods are adopted. A real difficulty is found in the fact that we employ one character for print, another for manuscript. If it were not for this, reading by itself would almost suffice to teach spelling; as it is, *transcribing* is essential; the eye must get used to the look of the written word. The teachers who produce the best results in spelling obtain them by the following means: Every evening transcription forms part of the home lessons for all classes; it is also practised in school; corrected mis-spellings are also *written* out, not repeated *viva voce*. It is obvious that transcription is of value, not only in teaching spelling, but in inculcating the correct use of capital letters, punctuation, inverted commas, and similar caligraphic niceties which can hardly be acquired in any other way.

We are glad to see that Mr. Tremenheere is able to speak in such high terms of the way in which the registers are kept in his district. They are kept, he says, in a manner "which is honourable even to honourable men."

I am glad to be able to report that the attendance registers are almost universally kept with a degree, not merely of honesty, but of scrupulous care which is honourable even to honourable men. But the same exactitude and punctually are not always displayed in filling up the admission register, from an idea that it is not equally important. To secure the periodical testing of the registers by the managers in conformity with Circular 65, I find to be a labour of Sisyphus.

MANUALS ON EDUCATION AND PEDAGOGY.—The following list of manuals on education and pedagogy, from the catalogue of Mr. Thomas Laurie, of 31, Paternoster Row, is the most complete we ever remember having met with. We have not space to copy the prices, sizes, &c., of each work as given on the list: English Pedagogy: Education, the School and the Teacher in English Literature. American Pedagogy: Education, the School and the Teacher in American Literature. German Pedagogy: Education, the School and the Teacher in German Literature. Educational Biography, Memoirs of Teachers and Educators, Vol. I., The United States. German Educational Reformers, being Memoirs of Eminent Teachers and Educators. National Education in the German States—Systems, Institutions, and Statistics of Public Instruction. Object Teaching and Method for Primary Schools. Studies and Conduct, being Letters, Essays, and Thoughts of Eminent Men. Pestalozzi and Pestalozzianism, being the Life, Educational Principles, and Methods. Technical Education—Systems, Institutions, and Statistics of Scientific Instruction Applied to National Industries. Educational Aphorisms and Suggestions, Ancient and Modern. Military Systems and Education. Report on the Schools in the United States. Cyclopædia of Education, by Kiddle and Schem. Quick's Essays on Educational Reformers. Abbott's Teacher. Stanley's Life of Arnold, 2 Vols. Donaldson's Lectures on Education. Fearon's School Inspection. Leitch's Practical Educationists. Calderwood on Teaching Gill's Systems of Education. Locke on Education. Rousseau's Emile. Paroz: Historie de Pédagogie. Reminiscences of Froebel, by Bülow. Currie's Principles and Practice of Education. Ascham's Scholemaster. Tate's Philosophy of Education. Latham on the Action of Examinations. Mill's Lecture at St. Andrew's University. Rollin's Method of Education, 4 vols. Stow's Training System. Thompson's Day-Dreams of a Schoolmaster. Thring: Education and School. Wiese's Letters on English Education. Robinson's Manual of Method. Report of Committee of Council on Education in England. Johonnot's Principles and Practice of Teaching. Laurie's Primary Education. Fitch's Lectures on Education.—*Educational Chronicle.*

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on June 3rd, Mr. Diggle moved that Mr. S. C. Charrington be elected a member of the School Management Committee. He said that at the time this motion was put on the agenda paper in November last, there was only one member to represent the Tower Hamlets, although there were 46 schools in that division, while there were five members representing Finsbury, which had only 38 schools, and four members representing Marylebone, which had 18 schools. The motion was, however, opposed by the Hon. L. Stanley on the ground that the committee was already too large. "One evil of the number being already so large was, that many members did not attend, and often a 'whip' was made to carry out any particular course of action which was desired by members who had no sympathy with the work of the Board." Mr. Mark Wilks also opposed the motion, but it was carried by a majority of 21 to 9.

Mr. Bonnewell then raised a discussion on the fund from which the expenses of school boards should be paid, and moved that the deficiency of the school fund should be defrayed from Imperial taxation, and not from the levying of local rates as at present. There were two amendments moved to this, taking substantially the same line, but the Board rejected the original resolution, and the two amendments. The Board at its rising adjourned till June 23rd, the chairman wishing the members a pleasant holiday.

In the report of the Exmouth Board an interesting account is given of an interview with some parents on the recovery of school fees. Our readers will be amused to read the compliments these worthy people paid to the schoolmaster, which were doubtless estimated by the Board at their proper worth.

THE RECOVERY OF SCHOOL FEES.

A number of cases of arrears of payment of school fees were investigated.

One woman, who appeared for her husband, said that she was charged far more than she really owed, and she complained that her children were "kept in penal servitude." She said that the master locked her children in the schoolroom for hours after school when they went without their money. If the Board said that she owed 7s. they knew that they were "telling a lie."

Mr. Mann, the master, was called in, and he said that no attempt was made to keep a child in unless the neglect to bring the school fees were his own and no fault of the parent. A note to the effect that the parents were unable to pay always exonerated the child.

The woman, on being told that the Board meant to enforce payment of the amount due, declared that she would never pay—it was an "obligation" debt and could not be legally enforced. The matter had been fought in other places and the

school board beaten, and it would also be tried in Exmouth. She would see the Board further before she paid.

Another woman also complained that her children were kept in, and that they were "whipped like niggers." She accused the master of impudence, and locking her in the school when she went for her child; and said the Board might as well have a "nigger-whipper" as the present master. Her conduct before the Board was rather violent and insolent, but the decision was the same as that in the previous case—that unless 1s. per week were paid, she would be summoned in the county court. On hearing this, the woman declared that nothing would induce her to pay any arrears—The Board might take "her man" if they liked and put him in gaol, but then the parish would have to support his wife and family the while.

In another case, where the woman seemed anxious to discharge her debt and appeared in distressed circumstances, saying that she worked half the night in order to provide bread to eat, the arrears were cancelled.

Whilst the parents generally determined to resist the authority of the Board, the members, on the other hand, were resolved to compel payment in all cases where they could reasonably demand it, and to take legal proceedings if necessary. In cases where previous orders for payment had been entirely disregarded, it was reported that distress warrants were ready for signature by the magistrates for issue against defaulters.

ATTENDANCE.

The School Attendance Officer reported that many of the parents took no notice of him or the Board, and that it was of no use for him to call upon them and endeavour to get them to send their children to school. Those who had been summoned before were as bad as the rest, and he advised that they be again brought before the magistrates.

The Manchester School Board has never been burdensome to the ratepayers of that large city in imposing upon them a heavy rate. For the past six years they have been content with a precept for £20,000, which is equal to a rate of about 2d. in the pound on the rateable value of Manchester. In London the rate is 5d., in Birmingham 7½d., in Leeds 9d., and in Huddersfield 11d.

School Boards seem very sensitive to statements on their policy delivered from the pulpits of the Established Church. As sermons are for the most part, when they are reported at all, taken down in a very imperfect manner, we are not surprised that in the present instance a wrong impression should have got abroad. The incident may have a certain interest for our readers, so we give it below :—

RELIGIOUS INSTRUCTION.

Mr. Kestin asked whether the Chairman's attention had been called to a leading article in the *Croydon Guardian* with reference to a statement of the Rev. Mr. Hickman to the effect that there was no Biblical instruction in the board schools, and inquired whether there was any ground for so serious a charge. The paragraph was as follows :—

The Rev. Mr. Hickman, preaching on Sunday last on behalf of the St. James's National Schools, alluded to the irreverence, the want of obedience to authority, and the spirit of irreligion which prevailed among all classes. The apostle's words, "Love the brotherhood, fear God, honour the King," seemed to have been forgotten. He suggested whether this irreverence, this repugnance to obey, and the apparent growth of irreligion among the masses was not attributable to the education in our board schools being confined to secular teaching. Certainly, during the past six or seven years the evil has dangerously increased, and its effect can be distinguished in every grade of society, from the lowest to the highest. The tone of social existence has changed,

and it becomes a matter for serious consideration whether the young should be left unguided by that teaching which seeks to inculcate in their minds a love for the brotherhood, the fear of God, and the honouring of kings as obedience to authority.

The Chairman, in reply to Mr. Kestin's questions, said he had seen the paragraph and could not help feeling how foolish and how false it was. It was first of all very foolish, because the children that had been educated in Board schools had not yet grown up, and were not old enough to give a tone to society.

Mr. Barrow Rule read a letter from Mr. Hickman to the chairman, and which was as follows :—

St. James's Vicarage, Croydon, May 16th, 1881.

Dear Sir,—The paragraph in last week's *Guardian* gives a wrong impression of what I said, which was this, "I cannot help thinking that secularising our national education and leaving religion to be taught, or not, at the pleasure of school boards, has been, and will be in the future, one great cause of the irreverent and insubordinate spirit of which I have been speaking." You will see that this is quite different to an assertion that "It is caused by the education in our board schools being confined to secular teaching." I have always, in public and private, acknowledged that here in Croydon the religious instruction in the board schools is excellent, and trust it may continue so; but you know as well as I that the liberal spirit which at present rules the board may at the next election be reversed. Referring again to the paragraph in the *Guardian*, I would point out that the latter part is the writer's own comments.—Believe me, yours truly,

WALTER HICKMAN.

Mr. Kestin said he was glad to hear such a satisfactory answer to the statement.

The Mayor of Plymouth is apparently a poet, but he seems to have altogether discarded the trammels of rhyme. In opening a new board school, built on the foundation of an old palace, the Mayor seized the occasion to soar from prose to poetry. We give the conclusion of his address from the report in the *School Board Chronicle*:—

His worship then declared that school open, and concluded as follows :—

"Here, on this site of ancient festive scenes,
Where Plymouth's loyal sons
Did royal princes entertain,
And Mayor and commonalty oftimes met,
Conversed upon and settled
Burning questions of their day—
May this and future generations
Of Plymouth children here receive
The seeds of education, piety, and truth;
And from their desks may they arise
Distinguished men and women,
Who shall reward the labour of the Board,
Do lasting credit to their teachers,
And shed fresh lustre on the honour of their native shore."

At the Stratford-on-Avon Board a question arose at a recent meeting as to whether the Vicar was justified in making certain comments on its proceedings in the *Parish Magazine*. We do not think school boards are wise in being so very sensitive to adverse criticism, even when it seems to the majority to be unfair. The notice they take of it cannot fail to be pleasing to the critics, as it convinces them that they have a lash in their hand with which they can inflict punishment any time they like.

COMPLAINT AGAINST A MEMBER.

The Rev. E. J. Stutter drew attention to the current number of the *Parish Magazine*, wherein a report was given of the last two meetings of the Board, and how

each member voted. The Board had requested the reporters to withdraw, in order that the proceedings should be private, yet a full statement was there given, and some very objectionable comments were made. He had been authoritatively informed that the Vicar was responsible for everything that appeared in the *Parish Magazine*. That gentleman appeared to have used his position as a member of the Board to publish certain particulars as to how each member had voted, and to make offensive remarks thereon—remarks which were calculated to disturb the harmony of the Board and to foster religious discord in the parish, the very thing they wished to avoid.

The Chairman read the paragraphs in question, one of which stated that, "Much to the surprise of the Church party, the Rev. J. Stutter (Romanist, who owes his election entirely to the magnanimity of Churchmen,) seconded the nomination. The Church party were defeated in the first division entirely owing to the want of union."

Mr. Hodgson said in his opinion the remarks showed excessive bad taste.

Mr. Winter (vice-chairman) said their publication was a breach of faith, and besides the statements were not true. It was no use requesting the press to withdraw if members were to publish particulars as to how they had voted, and to make remarks which must disturb the harmony of the Board and sow the seeds of illwill and discord in the parish.

The Vicar said he had told his friends how every member had voted, and thought he had a right to do so. He had no idea that he was tongue-tied, and contended that he had committed no intentional wrong on any one. He accepted the responsibility of whatever appeared in the *Magazine*.

Delicate questions are from time to time arising as to the position of members of school boards with regard to contracts for buildings. The British tradesman has a great reverence for St. Paul's authority when the Apostle enjoins him to be "not slothful in business." The following extract from the report of the Woking Board will show that there is a suspicion that the clause of the Education Act is evaded which makes it illegal for members to contract for work:—

A QUESTION OF DISQUALIFICATION.

The Chairman reported the receipt of a letter, in which Messrs. Harris, Whitbourne, and Shears had asked whether it was legal for the foreman of Mr. Hunt (a member of the Board) to become a competitor in the Board tenders. The letter said it was "well known that it is only a blind to put his foreman forward as a builder, as a member of the Board is not able to take a contract."

Mr. Hunt said he had nothing to do with Fowler's tender. Other persons were now backing Fowler, as sureties, and helping him to carry out the contract with the School Board. It was the greatest untruth imaginable to say that Fowler was employed by him or was his foreman.

Mr. Smallpiece having remarked that the Board had nothing to do with the private matters introduced,

The Chairman said the only point the Board could deal with was this question—Is the man, as alleged, Mr. Hunt's foreman or not?

Mr. Hunt: He is not. But as the letter has been read I think we should have the whole matter out. As you do not wish that, I will conclude by asking, as a legal point, am I in any way acting contrary to my position here if I lent him money? If I lend him £50 or £60, is it an illegal act?

The Vice-Chairman: Not at all.

The Clerk: Every member of the Board might help him, if they saw fit to do so, rather than have the work stopped.

The Chairman said it was satisfactory to the Board to have Mr. Hunt's statement that the tender came from an independent man.

It was decided to reply to the letter that it had been read at the Board, and Mr. Hunt had denied that Fowler was his foreman or under his control.

OBJECTIONS TO PHONETIC SPELLING ANSWERED.

1. THAT PHONETIC SPELLING WOULD CHANGE THE LANGUAGE.

Changing the spelling alters the language no more than changing a man's dress alters the man. A flexible and well-fitting garment is better than one that is ill-fitting and rigid. The root-meaning of the word "language" is *tongue-action*.

2. THAT IT WOULD DESTROY THE HISTORY OF WORDS.

This is the view maintained by Archbishop Trench in his "Study of Words" and "English Past and Present." It is not shared by the leading etymologists of the present day, for the following reasons; (a) persons competent to benefit by the traces of a word's history afforded by its spelling, would still perceive those traces in the phonetic spelling, (b) the sound of words is at least as important a part of their history as their spelling, (c) the present spelling is very often etymologically misleading, (d) the phonetic spelling of many words would be more etymologically correct than their present spelling: e.g., *tung, iland, foren, sovren, rime*. The etymology of words, moreover, is often no guide to their present meaning: e.g., *knave, villain, pagan*.

3. THAT IT WOULD RENDER EXISTING BOOKS AND LIBRARIES USELESS.

The difficulty we find in reading old books arises from the use of obsolete words and allusions, and only to a very small degree from difference of spelling: e.g., "*pittyfull weak hammes, gowty legges*," in the first edition of Hamlet; "*suttle theef*," in Milton's spelling. On the other hand, it has been proved that children learn to read books printed in the present (or in older) spelling in less time and with far less trouble when they have first been taught to read in books printed phonetically. This can be done in a few hours. The increase in the number of readers would render existing libraries of more use than at present.

4. THAT ITS INTRODUCTION WOULD CREATE CONFUSION ON ACCOUNT OF THE PRESENT DIFFERENCES OF PRONUNCIATION.

Within certain limits there is a "received" English pronunciation, which is neither "cockney" nor provincial. Most people would adopt this pronunciation if they could. The spelling in books and newspapers might serve as a guide to it. Persons who have provincial or other peculiarities of pronunciation could not record these peculiarities on paper without special teaching. In nearly all cases they would prefer to be taught to write words in the way in which educated people speak them. Dialects could, however, be written if preferred.

5. THAT IT HAS A STRANGE APPEARANCE.

It is open to every person who chooses, to take from the force of this objection by joining in promoting the adoption of a better and truer way of spelling.

Messrs. Griffith and Farran are preparing to issue in one uniform series, to be entitled "The Boy's Own Favourite Library of Story, Travel, and Adventure," a number of the best known and most popular books for boys, written by their favourite authors, such as W. H. G. Kingston, G. A. Henty, Rev. H. C. Adams, Jules Verne, E. Marryat Norris, W. H. Dalton, A. Elwes, and others. The books will be well printed in crown octavo size, on good paper, and strongly and elegantly bound. They will be published at 3s. 6d. per volume, and will be found the cheapest and best library for boys' reading. Each volume will contain from 350 to 400 pages of solid reading, and they will all be well illustrated. They will, by the purity and healthiness of their tone, commend themselves to parents, guardians, schoolmasters, and all who have the charge of youth, while to the boys themselves they will it is believed prove the most attractive investment for their pocket money that has been put before them. It is proposed to publish one volume a fortnight. The first one, which will be ready very shortly, will be "Mark Seaworth," by W. H. G. Kingston.

ANNUAL MEETING OF THE NATIONAL SOCIETY.

SPEECH OF LORD SALISBURY.

THE seventieth annual general meeting of the National Society for Promoting the Education of the Poor in the Principles of the Established Church was held on June 22nd, in the offices at the Sanctuary, Westminster. The Archbishop of Canterbury presided. Amongst those present were the Bishops of Carlisle, St. Albans, and Hereford; the Marquis of Salisbury, Lord Norton, Mr. R. H. Paget, M.P., the Right Hon. J. G. Hubbard, M.P., Canon Gregory, Archdeacon Darby, Rev. Dr. Alfred Lee, and Canons Smith, Daniel, Wingfield, and Cromwell.

The annual report, which was of great length, was taken as read.

The Archbishop of Canterbury, in opening the proceedings, said the school accommodation provided in those schools which are conducted on the voluntary principle was for 2,327,000 children, whereas the board schools had an average accommodation for 1,082,000 children. The number on their registers showed 2,079,510 children, while in the board schools there were 1,085,000. The average attendance in their schools were 1,471,000, and the average attendance in board schools is 769,000. There was a great readiness on the part of a number of School Boards to receive the Church inspectors at certain fixed times which do not interfere either with the general legislation of the country or with the regulations of the School Boards, and in several cases it was the opinion of the inspectors that very great good had been done by this inspection of the board schools. The inspectors also bore testimony to a very lively and active religious instruction going on in the board schools themselves. He was not there to be an advocate of board schools, but to chronicle every good symptom as to the religious beliefs of this great country, and he believed that if the country were polled from one end to the other, they would find the fathers and mothers of every district in England in favour of communicating to their children that religious instruction on which they knew that the regulation of their lives must really depend. At the present moment, when he looked back to certain contests in which they had taken part, he thought they had great reason to thank God and take courage. Many of the difficulties which seemed to be looming in the distance had disappeared, and they were now engaged in a task in which they might say the whole country wished them God speed, namely, in maintaining sound religious education, and there was no important class of persons who were in favour of dispensing with religion for the education of the children of the land.

The Bishop of Carlisle moved: "That, in seeking to promote the cause of religious education, it should be the aim of all Churchmen to maintain the system carried out in the National Schools of the Church of England, in which, subject to the parent's right of withdrawing his child from the whole or part of the instruction, full liberty of religious teaching is still permitted." He said difficulties had had to be met; but these were diminishing, and, with wisdom, energy, and zeal, they might be altogether conquered. The society could exercise a great influence for good upon board schools. It had a most important work to do, and he heartily and cordially wished it every success.

The Marquis of Salisbury, on rising to second the resolution, was received with cheers. His lordship said: We meet on the present occasion under circumstances of some anxiety for this society—not circumstances arising out of the action of the association, or its own peculiar condition, but out of those unfortunate conditions which more or less attach to and hinder the activity of every philanthropic and chari-

table society in this country. In a time of some difficulty and solicitude, perhaps the best corrective for any immediate fears we may entertain is to look back at our past experience, and to see if we can gather from it any auguries as to the hopes or the fears which it is fitting to entertain for the future. This is, speaking roughly, the tenth year since the Education Act came into force. I well remember what the feelings of most of those who took part and anxious interest in religious education at that time were. It was a period of great crisis for religious education. We were in presence of what seemed to us a formidable danger. The union which had hitherto existed among Christian bodies on the subject of education was, for the time at least, broken up. Twenty years ago there was no substantial difference, among the religious bodies, that voluntary education was the safest and most effective medium of fulfilling the most important of all the functions of education, namely, the communication of the truths of Revelation. In 1870 the Church of England, the Roman Catholics, and, I believe, the Wesleyans, remained of the same opinion; but many of the other religious bodies had changed it, and, owing to the disturbance of political balance, which was the result of this alteration of opinion, a measure, vast in its size, and threatening consequences which some were inclined to fear might be revolutionary in their effect, was introduced, and was, with some modifications passed. I think if we had then been told that the result of all our our anxieties and fears would be that, at the end of ten years, the Church would have collected, afresh, more money than the school boards with all their coercive powers of levying rates can raise, and that the Church should be educating twice as many as those boards, we should have been inclined to treat the forecast as, at all events, undoubtedly sanguine, if we did not look upon it as absolutely chimerical. Yet that has been the result. The great danger has only called forth a corresponding—and more than a corresponding—devotion and activity on the part of the sons of the Church. What that devotion must have been among many of the country clergy, on whom the heat and burden of the day have chiefly fallen, probably no historian will ever be able to describe. But it has met with its reward. A splendid result has followed; and Church education is now admitted to be not only an essential element in our educational system, but a rival to the board school education, which the latter cannot afford to despise. The experience of those ten years has not, I think, materially altered our conception of the duties which fall upon us in view of the recent efforts of the State. While owing to them, as your President has most wisely recommended, all due support and countenance within their proper limits and sphere, we still feel that they cannot be looked upon as, in all cases, completely trustworthy allies in the matter of religious education. At all events, I think the feeling has been intensified by the experience of the last ten years; that for the purpose of fulfilling that which is the most precious of all the duties of education, viz., the religious duty, we prefer trusting to the voluntary actions of devoted Christians rather than to any machinery which the State can furnish. The right rev. prelate who has moved this resolution has spoken in language with which I think all of us will sympathise, as to the great value which the educational machinery, furnished by the Act of 1870, has proved in districts with whose condition it was impossible that voluntary effort should cope. There is, no doubt, a large sphere within which the school board system, imperfect as we must think it, is the only possible means—at least, the only means at present possible—of reaching a large number of children, and supplying them with the requisite education; and it is a pleasure to acknowledge that that system, within the rigid limits prescribed to it by Act of Parliament, has been, by the efforts of many Christian men, made to be a not contemptible means of diffusing a knowledge of the Sacred Scriptures. I am

far from discouraging—I should be sorry to utter a word that could have that interpretation—the endeavours of those who try to turn the school board system to the best account. But, entertaining that view, I still feel that it is a matter on which we may congratulate ourselves that at present that system is not likely to have the wide universal extension which some people feared two years ago. Though undoubtedly efforts have been made, and successfully made, to impregnate their teaching with religious truth in some sense, yet I believe that we, and the most trusted educationalists strongly feel that the colour and hue of that religious teaching are faint and uncertain. Under these circumstances, it is not one of the least of the grounds of congratulation with which we have to console ourselves just now, that the popularity of the school board system does not seem to be on the increase. Happily it has developed some of those failings to which Government Boards are liable. It has shown aspirations after a distant, if not impossible, ideal of education, which has produced a practical effect on the purses of the ratepayers and in the general unpopularity in which the system of rating is being involved in many parts of the country, I am happy to think that the education rate has its full share. This is so far an encouragement—that we probably know now the dimensions and the stature of the rival with whom we have to contend. There is nothing vague or uncertain in the future. We may be pretty sure that if we can sustain the same devotion and furnish the same exertions as those which the last ten years have witnessed, we shall not find more difficulty in securing for ourselves all the waste places of the field of education than we have found in the period which has passed. All we have to do is, each in his own locality, stoutly to struggle for the great truth, that no education is perfect which does not teach the children that which concerns their whole fate, and not merely that limited part of their fate which belongs to the world we see around us. But in making these observations let us not forget the function of this society. It is the great equaliser of local effort. There are parishes with some rich men in them, and there are also parishes in which education would be sorely put to it if they had to depend solely upon those who live within their bounds. It is the ambition of this society in some sort to equalise this disproportion. Do not imagine that by merely sustaining local effort you have done all that is required of you in fighting the great cause of religious education. You must strengthen the hands of this society, which has watched over that good cause with much solicitude and success; and, if you do so, you may look forward to a future for religious education based upon hopes which the experience of the past has fully justified.

The resolution was put and unanimously agreed to.

The Bishop of St. Alban's moved a resolution declaring the meeting's approval of the course pursued by the Committee in promoting the extension of elementary education as required by recent legislation, and of the manner in which the National Society, as the organ of the Church in matters of education, has met the altered requirements of time.—It was seconded by Lord Norton, and also adopted unanimously.

A vote of thanks was passed to the Archbishop of Canterbury, for presiding, and the proceedings terminated.

Messrs. Griffith and Farran are about to add another volume to their geographical readers, by J. R. Blakiston, entitled "Early Glimpses Introductory to Glimpses of the Globe." It is intended to bridge over the gap between the object lessons of infant classes and the elementary geography of more advanced classes, and to assist teachers in training children to habits of observation and inquiry; the first chapters being arranged with a view to implant a taste for physical, the latter for commercial geography.

The National Schoolmaster.

SUMMARY.

ON Monday, June 27th, the Queen's Bench Division of the High Court of Justice, reversed the decision given by two of the judges in February, that prepayment of fees does not form part of compulsory education. The effect of the judgment is summarized in the following remarks which we cut from an article in the *School Board Chronicle*:—

> There is a final judgment of the High Court of Justice against the view we have always entertained and upheld on the question of the compulsory prepayment of school fees. Five judges, with Lord Coleridge presiding, have reversed the recent decision of Mr. Justice Lindley and Mr. Justice Lopes in the Belgrave case. They have determined that the defendant Richardson can be sent to the treadmill, not for neglecting to cause his child to attend the Belgrave Board school, but for neglecting to furnish the child with threepence to pay her school fee in advance on Monday morning. We have to accept the decision as final. There is no appeal. It would be useless to ask magistrates for a case at any other time or in any other district. Magistrates anywhere, at any time, in any case, whether under Section 11 or under the bye-laws, would be justified in refusing to entertain an application for an appeal; and if an appeal were granted the judgment of Monday last in Saunders *v.* Richardson would stop the way, and the appellant would hardly get a hearing. For here was a Court constituted of five judges, with the Lord Chief Justice presiding, brought together for the express purpose of finally settling the points at issue in this dispute, and those judges have given an elaborate and unanimous judgment.

The London School Board deputed Mr. George Ricks, one of their Inspectors, to report upon the state of religious knowledge as shown by the recent examination. Mr. Ricks, instead of writing a report consisting of some six or eight pages, going into particulars of the examination, puts together in the most offhand manner a few paragraphs of dry statistics, and says the 7,000 papers are in the office, and any one of the members who likes to examine them can do so. This eccentricity on Mr. Ricks' part was the cause of an animated discussion at the board,

blame cast upon the Government for not prosecuting Mr. Goffin in a court of law, we have no doubt that the Education Department is quite content with the report of the Select Committee, and has no desire to carry the matter any further. It appears to us that if any mistake has been made, the governors of the school, and the National Union, have made the mistake in demanding that the matter should be investigated by a Select Committee of the House of Commons, and after the delivery of its report, suddenly discovering that it was a tribunal not qualified, by its mode of procedure, to try the case.

On Monday, July 11th, a deputation from Manchester and other School Boards, waited upon Lord Spencer and Mr. Mundella to urge that the duty of paying school fees in necessitous cases should be taken from Boards of Guardians and re-transferred to the School Boards. It will be remembered that this kind of relief used to be administered by School Boards, and that nonconformists strongly objected to fees being paid for the children of poor parents in denominational schools. To satisfy the objectors the matter was taken altogether out of the hands of the School Boards, and added to the duties of Boards of Guardians. It is now alleged that respectable people, who are too poor to pay the fees, do not like to ask for payment from the Boards of Guardians. We give a summarised report of the deputation from an educational contemporary.

A deputation from the Manchester and other School Boards, Boards of Guardians and School Attendance Committees waited on Monday, July 11th, upon Lord Spencer and Mr. Mundella at the Education Department, to urge their views in favour of placing in the hands of the local school authorities the duty of paying the school fees for necessitous, but non-pauper, children. The deputation was accompanied by Mr. M'Minnies, M.P., Mr. Rathbone, M.P., Mr. Birley, M.P., and Mr. Slagg, M.P.

Mr. G. Milner, of Manchester, said that as the law now stood the duty of enforcing school attendance was placed on the local school authority, while that of paying the school fees for the children of the needy, but non-pauper, poor was laid upon the local guardians of the poor. The necessity of application by the non-pauper, yet poor, parents to the guardians of the poor was attended by harassing vexation and many evils. It was an outrage on the feelings of the poor, but still respectable, portion of the people, and involved a loss of time and caused irregularity in attendance. The deputation also desired to represent that the guardians of the poor in Manchester and Chorlton were anxious to be relieved of this duty.

Lord Spencer said that this subject was one of the deepest possible importance, and it had at one time been a burning political question. He thought that very great difficulty would arise if they attempted to touch the question now, and he would point out to the deputation that an Act of Parliament would be necessary in order to deal with it.

Mr. Mundella, who in the course of the discussion had remarked that if any voluntary school refused to receive ragged children he should at once cut off the grant, said he quite sympathised with the desire of the deputation to avoid bringing parents who were not paupers in direct contact with the machinery of pauperism, and he should be glad if boards of guardians were no longer educational authorities, but he must obey the law, and he had to deal with them as educational authorities. He thought the proposed change would revive the religious difficulty, and nothing would induce him to re-introduce that apple of discord. He thought boards of guardians might themselves do something in the matter. At Nottingham, for instance, the

Board sent a deputation from the guardians to sit with the school authorities and hear the cases of parents. At Salford, too, the Board accepted the poverty clause as reported by the School Board, and, as a result, all the indignity which was complained of was done away with. It was possible for boards of guardians to save the feelings of the poor and to save the time of the poor, and to pay the fees without submitting them to indignity.

The Executive Committee of the National Union have held a special meeting to discuss the question of the appointment of an assistant secretary to the Union. Mr. Heller proposed, in a letter sent by him to the Finance Committee, that the assistant secretary should render general assistance in the office, and take a certain definite part of the work of the Union, but the general view of the committee was opposed to this, and they have decided to appoint a man competent to undertake any of the duties now performed by the general secretary, at a stipend commencing at £250 a year. Candidates are invited to apply not later than September 3rd next.

REVIEWS.

Botany Reading Books. Part I. By the Rev. A. Johnson, M.A. London: National Society's Depository.

THIS is a most charming little book for teaching botany to children, and is very prettily and clearly illustrated. The author states in his preface that "it may be considered as a botanical primer complete in itself." The instruction is given in the form of a familiar conversation between two brothers, and nothing could be more simple or attractive. We trust the issue of so good a set of Botany Reading Books will tend to make this subject more generally adopted In schools than it is at present.

Political Economy Reading Book. By R. H. Inglis Palgrave. London: National Society's Depository.

THIS book contains a selection of readings on Political Economy, drawn from various writers, including Mr. Fawcett, Professor Jevons, Mr. Smiles and others. The chapters are generally thrown into the narrative form, which renders them more popular with children. Among the subjects discussed are those of Trades Unions, Strikes, Wages, Capital, Credit, the Division of Labour, Price, Commerce, Money, Exchange. The book, as a whole, is varied and interesting. Serious chapters by Mr. Fawcett are interspersed with "Poor Richard's Prudent Sayings," some extracts from "Sandford and Merton," and one or two good stories which have appeared in the *British Workman*.

Historical Readers. Standards II., III. By J. W. Laurie.
Historical Readers. Standard IV. By E. Berkley. Laurie's Kensington Series.

ENGLISH History is set forth in these books in a very simple and interesting manner, but the series would have been rendered more attractive by the addition of a few illustrations. The book for Standard II. contains the history from the earliest period to the battle of Bosworth, that for Standard III. carries it on to the present day. The writer shows a predilection for Liberal views in politics, and incidentally condemns the Afghanistan and Zulu wars by remarking, "I am sure you will think that we should be careful not to fight with such people more readily than with others, because they cannot protect themselves so well." Such a manner of putting it begs the question at issue; and in another paragraph, after a somewhat lengthened eulogy of Mr.

Gladstone, all that Mr. Laurie has to say of Lord Beaconsfield is that "he, too, is a very clever man." The book for Standard IV. describes "Great Events in English History," and is written by E. Berkley. What the writer says about "Readiness to go to war," on page 35, needs reconsideration. It will be found that the wars of the last two centuries have been perhaps as many and destructive as those of earlier times. The fact that modern science has brought the issue of a conflict to a prompter decision, and makes war altogether a more terrible and destructive business, has more to do with the greater number of years of peace we at present enjoy than any change in public opinion averse to this dreadful method of deciding disputes.

REPORT OF THE COMMITTEE OF COUNCIL ON EDUCATION.

TEACHERS, who take an intelligent interest in the work in which they are engaged, will read through with attention the Report of the Education Department. Their lordships are able to announce a continued increase in the number of children who attend our Elementary Schools. It is interesting to note that last year the amount of money levied from the School Rate was almost exactly the same sum as that contributed from voluntary sources. The contributions from rates amounted to £726,000; the voluntary subscriptions to £739,000. It must be remembered, however, that in many parishes there is now a voluntary rate, which would not be so easily levied were it not for the certainty that if any difficulty were made, a school board would be the result. A wholesome fear of school boards and their expenditure has taken possession of the agricultural mind; and the farmers cheerfully pay a penny or a twopenny rate, when they are told of the far greater demands made upon the ratepayers in school board districts. The first table inserted in the report is a very useful one. It is there seen that, in voluntary schools, of the amount contributed from local sources, the school pence is the greater. But when we come to the School Boards, taking the eight largest districts which are given, in almost every case the payment from the rate for each individual child is greater than the payment made by the parent in the form of schoolpence. In London, for instance, while the average scholar pays eight and fourpence a year, the cost of his education requires an additional sum of £1 13s. 7d. from the rates, leaving what is gained from the Government grant altogether out of consideration. Some of the boards, notably that of Sheffield, are more economical; but, as a rule, money is far more lavishly spent by school boards than by voluntary commitees. The grant earned in the board schools of the large towns is somewhat higher than that obtained in the voluntary schools, though, taking voluntary and board schools in the gross total, the board scholar in average attendance only gains twopence three farthings more than the scholar in the denominational school. The present Committee of Council are of much the same mind

as their predecessors that the education grant is increasing to an extraordinary degree. They say the Act of 1870 did not contemplate such a large expenditure, and thus hint that the whole subject requires reconsideration from the Imperial Parliament. The second table gives the increase in schools and scholars since the date of the Education Act, 1870. It will be seen by this that the schools have more than doubled, that the scholars have more than doubled, that the teachers have more than doubled, while the population has only increased about three and a half millions. There are now 31,422 certificated teachers, and 33,733 pupil teachers. Of this great rate of increase, the voluntary schools have had their due share. There were 8,000 voluntary schools in 1870; there are 14,000 now. There was then 1,152,000 in average attendance; there is now 1,981,000. So far from the board school having destroyed denominational schools, if we subtract the present average attendance of the board schools (769,000) from the present average of the denominational schools, the remainder would be a greater number than the average attendance of 1870. In other words, we may put it that the voluntary schools have not only kept their position, but for every scholar placed in a board school, there has been an additional scholar gained to the voluntary school. The Committee of Council somewhat sarcastically observe that the school boards "have availed themselves freely of the power of borrowing on the security of the rates." The present indebtedness of the boards to the Government and other bodies is £12,700,000. The department complain that so many children who, from their age ought to pass in the 5th and 6th standards, should be examined in standards lower down in the scale; but they go on to state that there has been of late years an improvement in this respect. The table showing the percentage of children at the different ages who attend school is a very useful one. It is fairly satisfactory that 90 per cent. of the children between 9 and 10 are to be found at school, and that the average percentage between the ages of 5 and 13 is 82·02.

THE BLUE BOOK FOR 1880.

(Tenth Article.)

MR. TURNBULL writes a short local report on the schools in the Wolverhampton district. Mr. Waddington inspects schools in the Monmouth district. He writes sensibly enough on the strange lack of intelligence in the children of our elementary schools.

The reading is usually fluent enough, but apt to be monotonous and wanting in expression; teachers are perhaps not sufficiently careful in first reading over each para-

graph to the class, with proper modulation and punctuation; nor do they question enough upon the passage read, nor make the children express the meaning of difficult phrases in their own language; for after all the most radical defect in the reading is lack of intelligence, indeed poetry is not unfrequently read in Standards IV. and V. with modulation and expression so good, that, spite of experience, one is each time astonished afresh at the absolute blankness of comprehension: *e.g.*, a class of tall girls in Standard III. or IV., in a school in the Forest of Dean, read out a story on "the Panther." How two young panthers had been caught in the wilds of Africa, with the frolics and adventures of one of them. "What is a panther?" I asked. A dead silence, and question repeated, when the tallest of the scholars suggests, "a young man," and on reference to the top class the same answer is gravely repeated. In a school near Cardiff, questioning a class of boys on "the knights sat round the festive bowl," after infinite pains the only explanation of "bowl" to be extracted was, "what people goes to of a night to dance." I have warned managers and teachers that year by year I shall expect further advance in intelligence as a *sine quâ non* for pass in reading of the higher classes.

The cause of such a state of things may lie, to some extent, at the door of the questioner. Children are terribly afraid of ridicule, and if Mr. Waddington asked his question about a panther in a mysterious tone, as though it were sure to baffle the whole class, we are not much surprised that he got no reply. As for the foolish answer he obtained from one particular girl, there is always one foolish scholar in a class, the despair of the teacher, capable of any monstrosity in the way of answering. Mr. Waddington regrets there is not such a high moral tone among teachers as in former days. He finds considerable hostility to the Education department, manifested perhaps occasionally in the person of its representative. He lays a good deal of the blame on the school boards, and he may well do so, for, collectively, they have broad shoulders.

Nor again does there seem to me to be as high a moral tone among teachers or pupil-teachers as in former years. I am happy still to find many teachers of the "ancien regime," in habit of thought if not in actual age; where these are, the pupil-teachers follow suit (for in no case does the old adage hold more true, "like master, like man"), but in many teachers too, and from them permeating pupil-teachers and scholars, may be seen a want of manners, and of knowledge of their own true position in life, accompanied sometimes in the teachers by a quasi hostile attitude towards the Education Department, as if an assumption of this were necessary to mark their own independence. The extension of school boards has also done its part towards a change of tone, and the cessation of that friendly and cordial intercourse which existed between managers and teachers of the old sort when, 17 years ago,—"Ehue! fugaces"—I commenced inspectoral labours. Even in voluntary schools I notice less of that pleasant "*entente*" between the two—less of deference and good will on one side, less of interest and co-operation on the other; while what with the teacher's anxiety to "get a good grant" (in which too often he has a heavy stake), and the manager's struggles to avoid the, to him, "monstrum horrendum informe" of a board, the real goal of a sound education—physical, moral, intellectual—is almost lost sight of.

Mr. Wilkinson inspects schools in the Lichfield district. He describes "one of the greatest drawbacks to the progress of a large number of children," the fact that they "are kept back year after year in order that the greatest possible amount may be earned through them for the schools of which they are members."

And here I must speak briefly of what I consider one of the greatest drawbacks to the progress of a large number of children. I refer to the way in which children are kept back year after year in order that the greatest possible amount may be earned through them for the schools of which they are members. There is no doubt children of fair intelligence, if they only come regularly to school, may often be advanced two standards in twelve months without any injurious forcing whatever, but there is no encouragement to a teacher to do this; the encouragement is all the other way. Again, a child well qualified for his standard is on the day of inspection unable to be present from illness or some other unavoidable cause. In many such cases a child thus loses a year, for teachers argue that, not having passed in the standard in which, if present, he would have been presented, they are quite justified in not promoting him to the work of the next higher standard for another twelve months. Again, children admitted to a school in receipt of annual grants, who have been previously under private instruction, are frequently placed in classes far lower than their attainments justify, simply in order that for two or three years the grant may be secured for them without any risk. A teacher who really wishes to do justice to such a child will let him work with his proper class, and will merely enter his name in a low class register, so as not to violate a supplementary rule, and will degrade him for examination, making the examination a farce, but not injuring the child. I often argue with such teachers, and try to make them see the dishonesty of such a proceeding. I tell them that the grant paid at the end of a year is for the work done in that year, and that, if they thus degrade a child for examination, they cannot in strict honesty claim any grant; but, nothing I, or anyone else, can say, will touch the evil I speak of, and I can see no remedy for it except by increasing the value of a pass in every standard from the 1st to the 6th. This would be a direct encouragement to teachers to advance children in accordance with their attainments. They would not advance them too rapidly, for by so doing they would run great risk of getting no grant for such children at all. Another kindred evil may here be mentioned, and that is the loss children frequently sustain in their transfer from an infants' to a boys' or girls' department. Teachers know perfectly well that children transferred from an infants' school in the course of the year may carry their attendances with them to the upper department, but if the examination of such children is not likely to redound to the credit of the teachers concerned, not having made 250 attendances in either department, they are not presented at all. In a board school I examined last February in West Bromwich I found no less than 59 children who were thus withheld from examination. Either children should be transferred from the infants' school only at the end of the school year, or if transferred in the middle of the year they should be obliged to carry their attendances with them.

We quote this paragraph at length, because, in our opinion, it is well worth attentive consideration. Mr. Williamson's plan of increasing the value of every pass from the first to the sixth, if it could be carried out without financial injury to schools, would work admirably, as it would then be the interest of the teacher to get the children on as rapidly as possibly, consistent with efficiency. Mr. Wilkinson has some sensible remarks on the best way of giving the Dictation exercise which we dare say our readers would like to look through.

Imperfect spelling causes many failures, but I am, notwithstanding, disposed to think nothing is better taught than spelling. It is now taught almost entirely through transcription and dictation. Children are often put to transcribe to keep them employed and quiet, when their teacher is otherwise engaged. This is a fatal mistake. Children thus get to copy carelessly, and the eye becomes familiarised with wrong spelling, which it is difficult to eradicate. The time devoted to transcription is worse than wasted if the exercise is not carefully superintended. Dictation exercises would assist spelling much more materially than they do if they were given usually on a better principle. The following method, for which, as well as for many of the thoughts embodied in this part of my report, I am indebted to Mr. Knight, has been found to answer extremely well. The piece having been carefully selected, all the

words presenting any difficulty are written on the blackboard, and their irregularities are explained. The piece is then dictated. Slates are next changed, and the errors are marked either by reference to the reading book or by the words being all spelt by the teacher. The slates are then returned; every word spelt incorrectly is brought under special notice, and again written on the blackboard. The piece is then dictated a second time and corrected as before. After the second correction of errors all words found to have been incorrectly written are written out correctly a certain number of times by the children who have made the errors. Such words as "where" and "were," "has" and "as" require special lessons.

In Arithmetic, Mr. Wilkinson is in favour of committing the addition table to memory. "Thoroughly mastered," he says, "it promotes facility and accuracy in the process of addition to the same degree, that a knowledge of the multiplication table does in writing a multiplication sum, and further, the highly objectionable habit of counting strokes and fingers—a habit once acquired not easily lost—would never be contracted." Mr. Wilkinson has a very sensible paragraph on Night Schools, with every word of which we are in thorough agreement. He says that Article 29 has almost extinguished Night Schools in his district.

I discussed the question of night schools at some length in my last report, and I have since been in communication with your Lordships respecting them. My views are unchanged. I regret that more of my colleagues have not ventilated their opinions respecting them in their reports. One in last year's "Blue Book" drew attention to the fact that Art. 29 is not invariably carried out. The rule has always been enforced in my district, and I may add almost to the extinction of night schools. The application of the Article is injurious in the highest degree. It almost necessarily involves one of two evils. Either scholars are put to work far higher than is good for them, and teaching which might be of use is sacrificed in the effort to squeeze out a pass, which, if obtained, is of no educational value, or false representations are made as to previous presentations, and the teacher is demoralized. The best remedy in my opinion would be to exempt night schools from the application of Art. 29 altogether, and to secure presentation in accordance with scholars' attainments by raising the value of a pass proportionately with the standard. With due encouragement, I think that much of the higher instruction which it is now proposed to introduce into some of the board schools in a large towns might more suitably be given in evening classes.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on June 30th, it was announced that several pupils, holding scholarships under the Board, had distinguished themselves at the Universities.

"The committee have much pleasure in reporting that a letter has been received from Dr. Abbott, head master of the City of London school, in which he states that he thinks that the Board will be interested to learn the brilliant distinction recently gained at the University of Cambridge by Mr. W. E. Barker, in being placed first in the first class in the recent First Classical Tripos Examination. Mr. Barker in 1873, being then a scholar in the Portman Chapel, East Street, Church of England school, Marylebone, gained the Mortimer Memorial Scholarship, the first scholarship placed at the disposal of the Board. He at once proceeded to the City of London School, where he remained until 1879. As a scholar at that school he was particularly successful, gaining numerous prizes from time to time, till in 1877 he obtained the Carpenter

Foundation Scholarship, one of the most valuable scholarships at the disposal of the governors of the City of London School, together with the Conquest gold medal, and became the captain of the school. In 1879 Mr. Barker succeeded in gaining a foundation scholarship at Trinity College, Cambridge, where he has distinguished himself in the manner now reported.

"The committee have much pleasure in reporting that they have received from the Rev. Dr. Baker, head master of Merchant Taylors' School, a communication announcing that Mr. Arthur Chapman, who in 1875 was elected to the Drapers' Company's Scholarship No. 1, and who has attended the above school for the past six years, was, after a very creditable school career, elected on the 11th inst. to a scholarship of £100 per annum, tenable at St. John's College, Oxford. Dr. Baker adds that Mr. Chapman carried off the school prizes both for Greek and Latin scholarship; and that he is also the holder of a "certificate," with distinction in Greek, obtained a year ago from the Oxford and Cambridge Schools Examination Board. Dr. Baker further reports that Mr. Henry James Warner, who was elected to the Draper's Company's scholarship No. 3, in 1875, and who also has attended the Merchant Taylors' school for the past six years, has been elected to a sizarship at St. John's College, Cambridge, in consequence of passing a creditable examination in the study of Hebrew. Both young men will be proceeding to the University in October next. Mr. Chapman and Mr. Warner were formerly scholars in the St. Michael's, Bromley, National School (now Byron and Bright-street Board School)."

At the meeting of the same Board on July 7th, a debate on Free Schools arose upon a motion of Mr. Hawkins, that the Orange-street Southwark School should be constituted a school of this kind. The motion was energetically opposed, and, in the end, the mover accepted an amendment of Mr. Heller's, referring the proposition to the School Management Committee, "with instructions to consider the advisability of establishing a limited number of Free Schools in certain districts of the metropolis, and report thereon." This amendment was adopted by 21 votes to 10. It was agreed at this meeting, that the Board should adjourn for the summer vacation, from the 4th of August to the 6th of October.

Mr. Bonnewell moved that it is expedient to alter the Education Act, so that a larger rate than fourpence in the pound could not be collected by the London Board in any one year; but, after a short discussion, the previous question was carried, as an amendment, by 21 votes to 5.

At the meeting of the London Board, on July 14th, a letter was read from the Education Department declining, for the present, to sanction a reduction of fees in the Monnow Road School. The first two or three paragraphs in the official letter may be of interest to our readers.

Sir,—I have the honour to acknowledge the receipt of your letter of the 3rd ultimo.

I am to remind your Board that, according to Section 17 of the Elementary Education Act, 1870, every child attending a Board school must pay such fee as may be prescribed by the School Board with the consent of the Education Department.

It has been decided a few days ago by the High Court that the fees are in fact "Parliamentary fees," and that no fee is legally payable unless it has the consent of the Department; and therefore the final responsibility for determining what fee shall be charged in a school is by statute cast upon this Department.

The fee, it should be remarked, may vary from 1d. to 9d., and therefore, in exercising so delicate a jurisdiction it is the aim of the Department to secure that the fee be fixed so as to suit the particular class of children for which a particular school may have been erected; and, in considering what fee should be charged, the Department are guided by the School Board of the District, by the managers (if any) appointed by the School Board, and selected by them on account of their knowledge of the locality and their interest in education, and by the reports of H.M. inspector.

At the meeting of July 17th, a discussion arose on the very perfunctory report of the Scripture Examination, issued by Mr. George Ricks. The report is simply a dry mass of statistics, and could scarcely occupy a page of this magazine. A motion was made that the report should be referred back to the School Management Committee in order that a fuller report might be given by Mr. Ricks. It was generally agreed that the report was too meagre, but on an understanding being given that the matter should be properly attended to in future, the motion was withdrawn.

At this meeting Mr. Daniel's report of the Examination for Scholarships was read. He contrived to amuse the members by giving a number of very foolish answers, but his general report of the examination was that it was "most encouraging to all who are interested in Elementary Education."

The answers were on the whole highly satisfactory, more especially in arithmetic, grammar, and geography. The history papers were not satisfactory. The reading, writing, and spelling were remarkably good. It will be observed that the number of boys who presented themselves for examination was largely in excess of the number of girls. Some of the papers would afford amusing problems to those persons who believe that there is always a good reason for a wrong answer. One candidate calculated that over fifty miles of paper would be required to cover the walls of an ordinary room. Great numbers of candidates failed to solve the simple problem concerning the horse and saddle. The most common faults in the geography papers were, 1—inaccuracy; 2—bad arrangement; 3—irrelevancy. Among some of the most extraordinary answers were the following—"The climate of England determines to be rather unhealthy on account of its having so many smells and stinks, such as tanners and many others." "The old world naturally was Europe, and now the new world is Europe, Asia, &c." "Buenos is in Germany; Ayres in France." The history papers contain statements of a still more startling character:—"Milton wrote a very sensible poem, called 'Canterbury Tales,' "Henry II. got drinking intoxicating liquors until he was commonly called drunk." "Magna Charta was so that the people should not worship the place where Moses died." 'Magna Charta was ordered by the king to be beheaded. He fled to Italy, but was captured and executed." "Free Trade means not connected with any other establishment and charging no discount." One boy describes Henry II. as doing penance for his share in Becket's death by walking barefoot and receiving "wacks with a berch." The grammar questions were creditably answered; the parsing in particular was very good; but the answers on the analysis of sentences were not satisfactory. The ludicrous answers given above are not without their value; but should not be regarded as a fair sample of the answers to be submitted to me. Bearing in mind the ages of the candidates, I feel bound to say that the results of the examination are most encouraging to all who are interested in elementary education.

While school teachers, on retiring from active service, have to find food and lodging as best they may, the London Board is being memorialized to provide retiring allowances to school-keepers, whose "duties are of an arduous and most special character, trying to our constitutions, involving long hours, considerable risk and great responsibility."

PENSIONS TO SCHOOLKEEPERS.

The following memorial, signed by 108 schoolkeepers under the Board, was presented by Mr. MURPHY, and referred to the School Management Committee for consideration and report:—

Ladies and Gentlemen,—We, the undersigned schoolkeepers, most respectfully beg permission to solicit your kind and early attention to our positions and prospects as regards retirement. Under existing arrangements, no provision whatever is made for pensions or retiring allowances

to any of us (no matter how meritorious we may be, or what is the length of our service) who are compelled by infirmity, accident, or advancing age to resign our positions. We venture humbly to submit that, as our duties are of an arduous and most special character, trying to our constitutions, involving long hours, considerable risk, and great responsibility, and, as the scale of our remuneration will not permit of our making any provision for the future by way of savings, the justice of the case requires that some arrangements be made for placing us on a similar footing to that of all other public servants, for whose old age, &c., due provision is made. We, therefore, earnestly beg of you to take our case into consideration, and to apply, if necessary, to the Lords of Her Majesty's Treasury, and to the Privy Council Committee on Education, to authorise and sanction such a scale of retiring allowances as shall be deemed suitable to the circumstances."

In the report of the Brynmawr and Llanelly Board, a singular paragraph occurs, headed "A Blind Man's School."

A BLIND MAN'S SCHOOL.

With regard to a question which has been before the Board as to the efficiency of a private adventure school kept by a blind man named William Parry, a letter was read from the Education Department enclosing extracts from H. M. Inspector of Schools' report, in which he said, "Mr. Parry, the blind man, seems well able to teach reading, and succeeds beyond expectation in teaching writing and arithmetic, considering not only his loss of sight, but also lack of apparatus. He had only a week's notice of my examination, and if he supplied himself with desks and stationery and had a year to prepare, he might be able to pass a fair examination with a limited number of scholars, say twenty-five or thirty. He has no registers, and cannot keep any in the ordinary form. He might be able to preserve some kind of register of attendance by the aid of a monitor. I should recommend that the School Board be advised to give his school a temporary recognition until October next, as I should like to see what the master can do if given that time for preparation. I examine Darren Vellen Board schools in that month, and his school could be examined at the same time." The letter from the Department concluded by saying, "As, however, the premises are not supplied with privies for the use of the children and cannot be supplied, my Lords cannot accept the school as an 'efficient school' under Section 48 of the Education Act, 1876."

The Rev. D. LEWIS said he was very pleased and interested to hear such a report. It was really very striking, and the poor man deserved every encouragement. He hoped he would be able to satisfy the Department and the examiner in October. He hoped the difficulty as to the defective building might be surmounted under the circumstances.

The matter was deferred till the result of the examination mentioned was known.

At a recent meeting of the Nottingham Board, Mr. W. J. Abel was elected school inspector out of 140 candidates. Three candidates were selected to appear before the board; and one of the two not elected was Mr. G. J. Rankilor, late president of the National Union of Elementary Teachers.

At the meeting of the Liskeard Board, on July 4th, it was contended that it was against the spirit of the Education Act for a man to be a member of a school board whose son was employed as pupil teacher under the board. At the recent election of the Liskeard Board, a Mr. Ainge, whose son is a pupil teacher in the board school, was elected. The Chairman thought that it was in contravention of the spirit of the Act that Ainge should hold a seat on the board, but he thought it was an extremely trifling matter, and Mr. Ainge had expressed his willingness to take the consequences.

At the meeting of the Nottingham Board, on July 14th, Mr. Peacock moved a vote of censure on the Mayor, who is chairman of the board, for having taken upon himself to give the children in the board schools

a holiday on the occasion of Prince Leopold's visit. It seems that the subject had been considered by the board, and that it had been decided that on the visit of the Prince the schools should be working as usual. A number of teachers thereupon sent a round robin to the Prince, asking him to use his influence with the authorities to secure a holiday on the occasion, and his royal highness requested that this might be given them. As there was no time to call a meeting of the board, the Mayor took it upon himself to issue notices that the schools would be closed upon the occasion. At the discussion which arose upon Mr. Peacock's motion, the Rev. J. F. McCallan moved an amendment, thanking the Mayor for acceding to the request of Prince Leopold, which was carried, Mr. Peacock being the only dissentient.

EDUCATIONAL NEWS.

SCHOOL SAVINGS BANKS.

Education Department, July 1st, 1881.

SIR,—The attention of my Lords has been directed to the importance of thrift, and to the exceptional facilities possessed by elementary schools for the encouragement of this practice in early life.

Experience has shown that many of the evils which weigh most seriously on the industrial classes in this country are the results of improvidence and waste. But some of these evils admit at least of partial remedy. To learn how to economise slender resources, how to resist temptation to needless expense, and how to make reasonable provision for future contingencies, is an important part of education. Such knowledge is calculated to protect its possessor from much trouble and humiliation, and to help him greatly in leading an honourable and independent life.

In mature years it is often found difficult to acquire this knowledge, and still more difficult to apply it in practice. But in a school much may be done to render its acquisition easy to children, and to show to them the advantages of economy and foresight. Simple lessons on money, on the conditions which affect the rate of wages, on the relations of skill, prudence, and knowledge to industrial success, and on right ways of spending and saving, may be made very intelligible and interesting to the young. Economy, however, is a habit, and is to be learned, like other habits, rather by practising it than by listening to demonstrations of its importance. During the school life of a child there arise many temptations to the heedless and wasteful expenditure of small sums, and many occasions on which, if the opportunity were offered, such sums might be usefully and wisely saved. The child who is helped to deny himself some trifling present gratification, who is encouraged to save by degrees a few shillings, and who finds this sum available for the purchase of necessaries, for helping his parents at a time of family misfortune, or ultimately for his own equipment on leaving school for work, has received a practical lesson in forethought and self-restraint which will probably abide with him for life.

The value of such a lesson is not to be measured solely by its effect on the scholar's own character and welfare. The possession of even a small reserve or capital places it in the power of the workman gradually to acquire the ownership of his house or a piece of land, to take a share in an industrial partnership, or to enter on a small business, which, although at the outset it may only employ himself and his family, may, by his economy, industry, and skill, become the means of employment to many others, and so contribute to the general prosperity. Thrift and temperance are very nearly allied—each is helpful to the other; and, having regard to the enormous national waste caused by intemperance, there can be little doubt that if the people of these islands were more temperate and thrifty our home trade and the profitable employment of our people therein would be very greatly increased.

The well-known thrift of the peasantry and artisans of France has had a large

influence in developing the commerce and manufactures of that country, and has also enabled her people to recover, with extraordinary rapidity, from the effects of a great national calamity.

Wherever the experiment of a School Savings Bank has been tried in a judicious, business-like, and kindly spirit it has proved very successful. In Belgium some remarkable efforts have been made in this direction. In the single town of Ghent, in which there were, in 1873, 15,392 scholars in the elementary schools, and in which the experiment had been tried for six years, no less than 13,082 of these scholars had separate accounts in the savings banks. During this period the sums saved by the children steadily increased until they amounted to 463,064 francs, or £18,522, showing an average of about 35 francs, or 28s. for each depositor. In France the practice of attaching banks to the primary schools is rapidly extending, as the following figures will show :—

January.	Number of School Banks.	Number of separate Children's Accounts.	Total Sums Deposited.
1877	8,038	143,272	2,984,352 francs.
1879	10,440	177,574	3,602,621 ,,
1881	14,278	307,452	6,228,560 ,,

Not only has the total amount thus largely increased, but the proportion of scholar-depositors to the number of schools has also become greater. There were in 1877 and 1879 about 17 depositors to each school, but in 1881 the number had risen to 21. The average sum deposited by each scholar is 20 francs 26 cents. Similar success has been attained in our own country wherever zealous and systematic efforts have been made to encourage the habits of saving. One of the most noteworthy of such efforts has been made at Liverpool. In that town 34 School Banks have been established in connection with the Liverpool Savings Bank. Year by year the number of deposits increase, and in 1880 the number of separate children's accounts had risen to 9,522, and the sum deposited to £4,108.

These results have been achieved without the pressure of any authority, but mainly by the voluntary exertions of the friends and managers of schools, and by the intelligent co-operation of the teachers. The advantages of thrift have first been simply explained to the children, and then opportunities for its exercise have been placed within easy reach. In some schools, in which it has been the practice to give small money premiums for special proficiency, industry, or good conduct, these prizes have taken the form of a deposit in the Savings bank in the scholar's name, so that, on leaving school, he has been presented with a bank book, and a substantial nucleus for future saving. In Art. 19 E. of the Code there is a special provision for the payment of a sum of 40s., or 60s., to the managers of a school in respect of each pupil teacher who, at the annual examination, passes fairly or well. There is a further direction that this sum shall be divided, in such proportions as the managers may determine, between the pupil teacher and the master or mistress by whom he has been trained. The sum thus assigned to the pupil teacher may often with great advantage be placed in the Savings Bank, and reserved, until the completion of his apprenticeship, to meet the expenses necessarily attendant on his admission into a training college.

My Lords are aware, from a Parliamentary Return in 1877 (No. 445), that Penny Banks and Provident Clubs of various kinds have already been founded, to some extent, in schools aided by the Parliamentary Grant. In Glasgow, in Yorkshire, as well as in Liverpool, the Trustees of Savings Banks certified under the Act of 1863 have been actively instrumental in their formation. My Lords have no wish to interfere with any existing plans which are found to work well; but they desire to direct the special attention of school managers and teachers to the facilities which are now offered by the Post Office for the establishment of Penny Banks in schools. Such Banks, when formed, may readily be placed in connection with the local Post Office Savings Bank, and persons proposing to establish them should apply to the Controller of the Post Office Savings Bank Department, General Post Office, London, when all needful information will at once be given. Small books for the use of the children have been prepared, and are issued gratuitously by the *Savings Bank Department*, and

the necessary rules, which are few and simple, will be found printed in each of these books. Suitable ledgers for keeping the accounts of the School Bank in a simple form can also be obtained at a small price. Deposits of small sums should be entered in the scholar's book and in the school ledger, and as soon as the sum paid by any depositor reaches a sufficient amount, he should be assisted to open a separate account in his own name in the Post Office Savings Bank, and he will thus be able, if he wish it, to make his subsequent payments direct to the Post Office. As, however, no deposit of less than 1s. is received at the Post Office Bank, he may continue to pay into the School Bank as before.

My Lords, while fully appreciating the services which the teachers of schools may render in the promotion of economy, are unwilling to cast upon them any additional labour and responsibility which might interfere with the proper discharge of their daily duties. They believe, however, that they may rely with some confidence on the goodwill of school managers and teachers for help in devising and carrying out the needful arrangements. Two or three managers or friends of a school may act as Trustees of the School Bank, and may open an account with the nearest Post Office Savings Bank. It should be arranged that on one or two mornings in the week one of the number should be present to receive deposits, and to conduct the simple business connected with the withdrawal of money or its transfer to the Post Office Bank.

In many cases, the adoption of the new method of saving by means of postage stamps will be found serviceable. Managers may provide themselves with a supply of postage stamps, and of the forms which have been specially issued for this purpose. Such a form may be inscribed with the name of the depositor, 12 stamps can be successively affixed by the managers, and when it is filled up it can either be taken by the child to the Post Office, or the whole may be preserved at the school, and taken collectively by a responsible manager, who will see the sums duly entered in the scholars' books. The inconvenience of personally visiting a Post Office Savings Bank in order to open an account may be avoided, because it is within the power of the responsible manager of a school to witness the necessary declaration (forms of which can be obtained at any Savings Bank), deliver it at the Savings Bank, and open the account on behalf of the child.

My Lords believe that the general adoption of some such plan will greatly increase the usefulness of the elementary schools as instruments for the formation of character, and will not be without a valuable influence in awakening the sympathy and interest of parents. They, therefore, invite to the whole subject the consideration of members of school committees and boards, and of those persons of leisure and influence who are interested in elementary schools, and in the future well-being of the scholars. The Annual Return (Form IX.) required to be filled up by managers already contains questions respecting the existence of a bank in the school, the number of depositors, and the amount of the sums accumulated; and my Lords will gladly learn that the number of satisfactory replies to these questions increases largely in each succeeding year. The returns for the past year show that Savings Banks had been established in 1,087 schools in England and Wales, and in 62 schools in Scotland.—I have the honour to be, Sir, your obedient servant,

A. T. CORY.

THE REPORT OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL, FOR THE YEAR 1880.

MAY IT PLEASE YOUR MAJESTY—We, the Lords of the Committee of Your Majesty's Privy Council on Education, humbly submit to Your Majesty the following Report of the proceedings of the Education Department during the past year, for the promotion of elementary education among Your Majesty's subjects in England and Wales.

We are glad to be able to repeat the statement with which our predecessors commenced their report for 1879, that, in some important respects, considerable progress continues to be made.

Elementary Schools.

In the year ending 31st August, 1880, the inspectors visited 17,614 day schools in England and Wales, to which annual grants were made, containing 25,601 departments under separate teachers, and furnishing accommodation for 4,240,753 scholars, or about one-sixth of the estimated population. There were on the registers the names of 3,895,824 children, of whom—

1,235,427 were (infants) under 7 years of age;
2,465,460 were between 7 and 13;
150,579 were between 13 and 14; and
44,358 were above 14.

Of these scholars 3,268,147 were present on the day of the inspector's visit to their respective schools, while 2,750,916 were, on an average, in daily attendance throughout the year; 2,662,802 having made the requisite number of attendances were qualified to bring grants to their schools, 625,940 (being under 7 years of age) without individual examination, and 2,036,862 (above 7), on passing a satisfactory examination in reading, writing, and arithmetic; 592,261 were actually presented for collective and 1,904,233 for individual examination, and while of these last 1,188,244 passed the prescribed test without failure in any one of the three subjects, 88·25 (87·53) scholars out of every 100 examined* passed in reading, 80·44 (80·08) in writing, and 74·9 (73·87) in arithmetic. The figures within brackets show the proportion who passed in the previous year.

These figures show a considerable improvement upon the returns quoted in the last report. The accommodation has increased by 98,529 school places (or 2·38 per cent); the scholars on the registers by 184,941 (4·98 per cent); and the average attendance by 155,921 (6·01 per cent); while the number of children individually examined has increased by 144,193 (or 8·19 per cent). The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary contributions (£739,155 from 276,055 subscribers); by an advance in the contributions from rates to the maintenance of board schools from £636,792 to £726,226; and by a rise in school pence from £1,372,365 to £1,431,828.

The annual Government grants to elementary day schools rose in the year from £1,981,720 to £2,130,009, or from 15s. 3½d. to 15s. 5¾d. per scholar in average attendance; while the grant for the current financial year is estimated at 15s. 8½d. per head.

The following table gives the means of comparing the financial results, measured by the expenditure and grant, of the working of the day schools of certain classes and localities during the past year:—

	Income per Scholar in average Attendance from		Expenditure per Scholar in average Attendance.		Grant earned per Scholar in average Attendance.
	School Pence.	Voluntary Contributions.	For Salaries.	Total.	
Voluntary Schools:	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England	0 10 8½	0 7 9¾	1 7 4½	1 14 10½	0 15 8¾
Wesleyan	0 15 6¾	0 2 7	1 7 7	1 14 7	0 16 0¾
Roman Catholic	0 8 4¾	0 7 4½	1 1 1¾	1 10 6	0 15 3¾
British and Undenominational	0 13 1½	0 6 8	1 8 8¼	1 16 0½	0 15 9¾
London	0 13 2¾	0 9 3½	1 10 0½	2 0 10½	0 15 9¾
England and Wales	0 10 9½	0 7 3	1 7 0¾	1 14 7¾	0 15 5
		Rates.			
Board Schools:					
Birmingham	0 6 4¾	0 15 4½	1 9 9	1 17 0½	0 15 9½
Bradford	0 15 2¾	0 18 7½	1 16 0¼	2 7 1½	0 15 2½
Hull	0 9 8¾	0 3 2¾	1 2 7½	1 8 1	0 16 8½
Leeds	0 10 9½	0 13 11½	1 10 7	1 19 2	0 15 4¾
Liverpool	0 12 4½	0 16 1	1 11 8½	2 4 3	0 17 1
London	0 8 4	1 13 7	2 3 11½	2 17 7¾	0 16 4½
Manchester	0 12 5¼	0 15 3½	1 7 8¼	2 2 4	0 16 7
Sheffield	0 11 6½	0 6 2½	1 5 7	1 13 9	0 15 8½
England and Wales	0 9 0	0 13 7	1 12 1¾	2 1 11¾	0 15 7¾

* The proportion of passes in voluntary and board schools respectively was, in—
Reading.....88·21, and 88·36 (board schools).
Writing.....79·53, and 82·23.
Arithmetic.....73·61, and 78·29.

While these figures prove how fully the promises made in 1870 as to an augmentation of the Government grant have been realised, they also show how largely the expenditure, on certain classes of schools, now exceeds the sum contemplated as necessary for the purpose of elementary education by the Act of 1870.

The night schools examined during the year were 1,363 in number; 46,069 scholars above 12 years of age were, on an average, in attendance each night; 48,463 scholars were qualified for examination by having made the required number of attendances during the night school session. Of these, 38,493 were actually examined, and out of every 100 scholars so examined 89·48 passed in reading, 71·91 in writing, and 59·35 in arithmetic.

Training Colleges.

The inspectors found 31,422 certificated teachers at work in the aided schools which they visited, while the 41 training colleges, from which the supply of teachers is mainly recruited, were attended in 1880 by 3,112 students. These students (with a few exceptions), and 3,196 acting teachers, were examined for certificates in December, 1880. At Midsummer last 4,769 candidates were examined for admission to the 1,598 vacancies declared in the training colleges, of whom 3,313 were successful, and 1,580 are now in their first year of residence, along with 1,536 students of the second year.

The following tables of statistics, abstracted from the reports of the inspectors on the public elementary schools visited by them in 1870, and in subsequent years, show the rate of progress since the passing of the Elementary Education Acts of 1870 and 1876, and the effect on the administration of the parliamentary grant of the changes made in the Code in 1878 and again in 1875.* Another table annexed to this report gives with fuller detail the results of the work of the past year, compared with that of the former year, and with the Scotch returns for the same period.

ENGLAND AND WALES.

	Years ending 31st August.			
	1870.	1874.	1876.	1880.
I.—ESTIMATED POPULATION	22,090,163	23,648,609	24,244,010	25,480,161
II.—NUMBER OF SCHOOLS, Day and Night (Institutions), inspected.....	8,281	13,163	14,368	17,745
III.—				
Number of Departments—				
1. Day	12,061	17,646	20,782	25,601
2. Night	2,504	1,492	1,474	1,363
Accommodation—				
1. Day schools.....	1,878,584	2,861,919	3,426,318	4,240,753
2. Night schools (not connected with day schools)	—	10,507†	14,810†	14,051†
Present at examination—				
1. Day scholars	1,434,766	2,034,007	2,412,211	3,268,147
2. Night scholars	77,918	36,720	41,153	40,892
Average attendance—				
1. Day scholars	1,152,389	1,678,759	1,964,578	2,750,946
2. Night scholars	73,375	48,690	49,858	46,069
IV.—NUMBER OF TEACHERS—				
Certificated..	12,467	18,714	22,053	31,422
Assistant	1,262	2,489	6,173	7,652
Pupil.....	14,304	27,091	22,281	33,733
Studying in training colleges	2,097	2,982	3,007	3,112

* A table printed in the Appendix gives full details for 1870 and for each year from 1872 to 1880.

† 79 night schools (1874), 110 (1876), and 129 (1880), furnish this accommodation; the other night schools inspected being held in the premises of day schools.

II.—Voluntary Schools.

	For Year ending 31st August.			
	1870.	1874.	1876.	1880.
Number of schools	8,281	11,341	12,677	14,181
Number of departments	12,061	16,357	18,057	19,809
Accommodation	1,878,584	2,626,318	2,870,168	3,158,119
Average attendance	1,152,389	1,540,466	1,656,502	1,981,664
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual income per scholar from 1. School pence	0 8 4½	0 10 5¼	0 10 6½	0 10 9½
Annual income per scholar from 2. Voluntary contributions	0 6 11¼	0 7 9	0 8 8¼	0 7 3
Cost per scholar in average attendance	1 5 5	1 10 10½	1 13 5½	1 14 7¾
Grant earned per scholar in average attendance	0 9 9½	0 12 5	0 13 3¼	0 15 5

III.—Board Schools.

Number of schools	—	826	1,596	3,433
Number of departments	—	1,289	2,725	5,792
Accommodation	—	245,508	556,150	1,082,634
Average attendance	—	138,293	328,071	769,252
		£ s. d.	£ s. d.	£ s. d.
Annual income per scholar from 1. School pence	—	0 8 4	0 9 1½	0 9 0
Annual income per scholar from 2. Rates	—	1 0 8½	1 2 2½	0 18 7
Cost per scholar in average attendance	—	1 15 4½	2 1 4½	2 1 11¾
Grant earned per scholar in average attendance	—	0 10 10½	0 13 0½	0 15 7½

We proceed to inquire what evidence is supplied by these tables, and by our own records, of results attained in respect of—

1. The supply of school accommodation;
2. The number, attendance, and instruction of scholars;
3. The supply of teaching power; and
4. The local organisation for meeting educational deficiencies, and carrying out the various provisions of the Education Acts.

A table annexed to this report shows in full detail, under the first three of these heads, the results of the administration of the department in each of the counties of England, in the district of the London School Board, and in Wales.

I.—*School Supply.*

We find that the schools in England and Wales, visited by the inspectors, for the purpose of annual grants, which provided in 1869 for 1,765,944 scholars, or for 8·34 per cent of the population, were in 1880 sufficient for 4,240,753 scholars, or 16·64 per cent of the estimated population. An additional provision of room, in aided schools, for 2,474,809* children has thus been made in 11 years, so that the total amount of accommodation in existing efficient schools, if duly distributed over the face of the country, would be nearly sufficient to meet the wants of the population. But the rapid increase of many districts is calling for a still further supply of schools; while in other districts an excess of accommodation has been provided by denominational zeal.

During the last nine years (1871 to middle of 1880) the population between the ages of 3 and 15 is estimated to have increased by 756,699, or 12 per cent.; while additional accommodation has been provided in efficient day schools for 2,228,074 scholars, being an increase of 110·7 per cent.

The increased accommodation to which we allude has been supplied in several ways.

i. In the 10 years ending on the 31st of December, 1880, building grants to the

* In 1880 accommodation was provided by 3,433 board schools for 1,082,634 scholars, and 769,252 were in average attendance. This is an increase in the year of 294 board schools, of 66,176 seats, and of 99,511 scholars in average attendance. The increase in the accommodation in voluntary schools, since 1869, has therefore amounted to 1,392,175 places (or 78·83 per cent), while the average attendance has increased by 918,665 (or 86·42 per cent).

amount of £311,544 have been paid by the Education Department, on the completion of the erection or enlargement of 1,569 schools, and 932 teachers' residences, affording new or improved accommodation for 279,464 scholars. These grants have been met by local contributions to the amount of £1,344,869. The average cost of erecting voluntary schools, with residences for the teachers, has been about £5 7s. per scholar. This includes, as a rule, the value of the sites so often given gratuitously in the case of schools of this class.

Of the 3,342 applications for building grants made in 1870, 1,634 had been approved by the 1st of April, 1881; 376 had been rejected; and 1,332 had been withdrawn. Only three cases, which have been long delayed by legal difficulties as to the sites, now remain to be disposed of; and in these cases we expect that the grants will be claimed in the course of a few weeks. About 216,000 additional children will be efficiently provided for when these our last building grants have been paid. As these schools must be conducted as public elementary schools, they will all come under inspection, and must be placed under the charge of certificated teachers.

ii. In the case of a large number of schools which have been enlarged, or improved, without Government aid, certificated teachers have been appointed, and annual grants applied for on their behalf. No fewer than 3,196 acting teachers attended the examination for certificates held at Christmas, 1880, and the success of 2,675 of these teachers will bring annual grants, annual inspection, and we trust increased efficiency to their schools.

iii. The school boards have availed themselves freely of the power of borrowing, on the security of the rates, given by the Acts of 1870 and 1873. Up to the 1st of April, 1881, we had sanctioned 4,549 loans, amounting to £12,703,917 15s. 1d.,* to 1,588 school boards, by means of which new accommodation will be furnished for some 1,019,119 scholars. The estimated cost per child is thus about £12 9s.†; but the amount of the loan applied for is generally somewhat in excess of the sum eventually spent. No loan is recommended until we are satisfied that the accommodation which the board propose to supply with the aid of the loan is required in order to provide for the educational wants of the district. We have before us a considerable number of applications for similar assistance from various parts of the country, in which new schools are required. Most of the schools for which the loans have been made are now in operation, and form part of the school provision shown in the returns for the current year.

iv. The school boards have also acquired a considerable number of schools, either by arrangement with private owners and managers, or where the premises were held in trust for educational purposes, by transfer under the section of the Act of 1870, specially framed to meet such cases. The principles on which that section is administered are set forth in the minutes of the 17th July, 1871, and 13th August, 1875, which, with an explanatory circular and other documents, will be found printed in a collective form in the Appendix to the Report for 1875-6. Nearly 900* schools have been transferred to school boards under these Minutes. We have no definite information with respect to the number of schools made over to boards (section 19) by private managers. But many of this latter class, as well as of the schools formally transferred, had not previously been in receipt of annual grants, so that they contribute to the increased accommodation in aided schools which has been provided in the last few years.

*£11,787,303 7s. 8d. from Public Works Loan Commissioners; £916,614 7s. 10d. from Metropolitan Board of Works and in the open market.

†This includes the cost of the sites, which, in the case of the numerous board schools in large towns, is often very considerable.

*Of these, 615 were Church schools, and 12 Wesleyan; the remainder were undenominational; 191 being British schools.

NATIONAL UNION OF ELEMENTARY TEACHERS.

APPOINTMENT OF ASSISTANT SECRETARY.

A special meeting of the Executive was held at 1, Adam street, Adelphi, on Saturday, July 16th, at 9 a.m. The chair was taken by Mr. Langler, B.A., President, and the following members also attended:—Messrs. Sykes (Vice-President), Rankilor (Ex-President), Greenwood (Treasurer), Baldwin, H. Clark, Cutler, Devonshire,

Gardner, Girling, Graves, Grove, Hamilton, Lethbridge, Maidment, E. W. Moore, H. J. Moor, Pitt, B.A., Scotson, Smith, Sneath, Tait, Wild, B.A., Wilson, Howson (West Surrey and East Hants), Spratling (Lincolnshire), Webb (East Lancashire), and Heller (Secretary).

The Executive resumed the discussion on the following motion arising from the Third Report of the Finance Committee, which appeared in our issue of July 9th :—"That, in the opinion of the Executive, the Assistant Secretary should be competent to undertake any of the duties now performed by the General Secretary."

The consideration of this subject had been postponed in order that a letter addressed by the Secretary to the Finance Committee might be placed in the hands of every member of the Executive.

Mr. Scotson thought that the Executive were not bound by the decision of Conference at all, as Conference decided that an Assistant Secretary should be appointed, but did not provide the means. After reading the Secretary's letter he felt that the office work should be reorganised, so as to set Mr. Heller free for parliamentary and public work. He did not agree with appointing a kind of second Secretary.

Mr. Heller read the Minutes of Conference relating to this subject.

Mr. Sneath agreed with Mr. Scotson that it was more help in the office that was required. Mr. Heller was quite competent to go about the country to address associations, and his efforts could be supplemented by other members of the Executive. He regretted that Mr. Heller's letter had not appeared earlier.

Mr. E. W. Moore, when he first saw the recommendation of the Committee, cordially agreed with them, but he thought the Secretary's letter should have very serious attention. If a very large salary were offered, the question would be how to procure the money. The Secretary knew better than any one else the kind of man he wanted, and he ought to have a strong voice in the appointment.

Mr. H. Clark said that before he was a member of the Executive he had an idea that too much work was undertaken, and the staff was insufficient; that conviction had lately been very much intensified. He had suggested that additional clerks should be employed; but when an Assistant Secretary was proposed he at once fell in with this. It had been suggested that the Assistant Secretary should be a man who would be able to go into the country and stir up enthusiasm, and that he should be able to interview members of Parliament. It was felt that if such a strong worker were appointed he should be some one who had made a mark in the profession, and who had been an enthusiast in the work of the N. U. E. T. When the question came before the Executive the proposal was dropped in order that Conference might settle the question whether this bold step should be taken or not. The Conference was fully acquainted with the finances of the Union, and deliberately requested the Executive to make the appointment. He thought the membership would so increase under the new arrangement that with the increased subscription no fear need be entertained about the state of the finances. Mr. Heller's proposal practically would amount to going on as at present. He did not think the policy of the Union could be fully developed with the staff suggested by the Secretary. He was aware that the letter would have very great weight, as it ought to have; but one of the faults of the Secretary was that he attempted too much work, and the Executive ought to appoint a vigorous and active helper. The work in connection with the Funds had been undertaken, but the staff was not sufficient for their development. A greater increase in the staff would be necessary than that proposed by the Secretary. The Union should not be dependent for success upon one man, but should be provided, to some extent at any rate, for his removal.

Mr. Pitt thought it was not their duty to attempt to secure another Mr. Heller, but such a man as would be a worthy supplement to him. In the arguments it had been stated that Mr. Heller was too willing to undertake work, and it seemed to be implied by inference that the other members of the staff were not so anxious. He wished to prevent any such impression being formed. It had been said that Mr. Heller's proposal would leave the office arrangements as at present, but in appointing an Assistant Secretary they must be careful that the work in the office is not depreciated. The Executive must secure the services of the best man possible, and in making the appointment they must not look to the man's own abilities, but to his past, and they did not want to appoint one who would attempt to revolutionise the office, or initiate a policy—one who would be a rival to the chief—but they must select one who would be able to supplement the work of the Secretary.

Mr. H. J. Moore said the office staff must be increased, but Mr. Clark could do that by appointing some one to take the position held by Mr. Heller, and the only ground for appointing such a man was that they might lose the services of Mr. Heller. He did not consider that the proper way to discuss such a question. The question for the Executive was the appointment of an Assistant Secretary, not a co-secretary, and the difficulty about the resolution now under discussion was that the Assistant Secretary should be competent to undertake all the duties now performed by the General Secretary. No one could be expected at once to do this, but the Assistant should be able to do all the inner work, and carry out the policy of the Union. He would not be able to go about the country carrying the same amount of prestige as the Secretary. The complaint had been that the working staff was not sufficient, and attention should be given to that rather than to going about the country. The organisation work could be better done by members of the Executive. The Union should not, of course, be dependent on one man for any particular work, and he ventured to say they were not now so dependent. He hoped they would be careful to appoint some one who would work harmoniously with the Secretary.

Mr. Baldwin said that his views had undergone some change on this question. Some time ago he was in favour of appointing an Organising or Financial Secretary, but on further consideration he thought it best to increase the ordinary staff in the office. An Organising Secretary would still further increase the work at the office, and thus necessitate an increase of staff. Again, he had great faith in the Organisation Committee, which had set about the work with so much energy. He fully agreed with the suggestions of the Secretary, and he was glad they had been made known, as hewas anxious to know the views of the Secretary on the subject. The judgment and the ability of the Secretary had been undergoing a course of training and development, and great weight should be given to any letter of his on the subject. It was also important that the chief should have the kind of assistance which he considered necessary. As the Secretary requests more machinery for carrying on the work of the Union and makes a very definite suggestion, the Executive ought to give him exactly what he wants, and then to expect that the work would be thoroughly done. He would be disposed to carry out almost *in toto* the lines suggested by the Secretary.

Mr. Greenwood was of opinion that the plan proposed by the Secretary would not answer. He hoped the Executive would confine themselves to the resolution. If they did not agree to that it would be necessary to name the duties which they thought the Assistant Secretary ought to be able to perform. He wished to appoint one who would be able to perform all the duties of the Secretary, and who would have sufficient prestige to go to members of Parliament when Mr. Heller was out of town, and state the case for the Union in a way which should be very dignified, and should be such as would be expected from an officer of such an association as this. The position must be subordinate to that of Mr. Heller. He would not only give the Secretary all that he asked, as Mr. Baldwin wished, but he would give him more. He agreed with what had been said by Mr. Clark, except that he did not take so sanguine a view of the finances.

Mr. Devonshire expressed his disappointment with the letter of Mr. Heller, as it simply amounted to the present staff with increased salaries. He believed they had all worked hard in the past, and they ought to be paid to the extent of their ability, but no additional payment would enable them to do more work. Either Mr. Heller's suggestions were the recommendations of the Committee in another form, or they would leave things as at present. He hoped they would go in for the appointment of an out-and-out Assistant Secretary.

Mr. Girling considered a great amount of mischief had been done by the letter of Mr. Heller, who had rather gone out of his way in making some of the suggestions. The question now was not whether they should have additional clerical assistance in the office. Conference had decided that the additional help should be an Assistant Secretary. The Committee had made a recommendation as to the kind of man whom they thought should be appointed. Some members had said that such a man could not be found, but it was the duty of the Executive to try. There was sufficient work in the National Union alone for two Mr. Hellers. The Executive did not want more clerical help, but they wanted a man who could tackle the teachers of the country and get in the 20,000 teachers who were not members. The prestige of the Assistant Secretary would depend upon the man they appointed.

Mr. Graves had looked carefully into the question, and was of opinion that the

work could be classified under the following heads :—(1) The wide question of the policy of the Union, the communication of that policy, and the practical carrying out of it ; (2) The contact of the Union with members of Parliament by means of public meetings, the press, &c. ; (3) The professional work, and the consideration of the work of the Union in detail. The last had been provided for by means of committees, and the chairman of each committee might be held to a great extent responsible for his own department. A fourth part of the work consisted in sending deputations to the associations in the country. It had been assumed that, as a rule, the Secretary should be the only person to do that. The work of the Funds consisted partly of responsible and partly of mechanical work. The Secretary should guide the whole of these branches of work, and should carry out the broad policy of the Union, but the responsibility of looking after a good deal of the other work should be entirely removed from him. The Assistant Secretary should conduct the correspondence and all the clerical work connected with the Committees, so that the Secretary need not attend all the Committees, then the Assistant Secretary might take up the work of the Funds, and that, perhaps, might be as much as he could do thoroughly. Of course it would be necessary to give him the necessary clerical help for that. The Secretary would have plenty of time for deputation work, and a great deal would be gained by sending members of the Executive to do some of this work. This would often save expense, as members could be sent who lived near. The Assistant Secretary should be a man who would be able to grasp the work of the Union, and to look after the office staff.

Mr. Tait considered the suggestions of the Secretary and the recommendations of the Committee to be entirely different things. He complained of the delay which had taken place in reference to the action on pensions, and urged that with an assistant the Secretary would have been able to undertake the action himself.

Mr. Rankilor had reluctantly come to the conclusion that Mr. Heller's plan would not answer. He thought a man should be appointed who could under all circumstances drop into the position of the Secretary. Suppose the numbers of the Union could be doubled, it would mean a doubling of the influence of the Union, and the paltry sum of £250, or twice that sum, would come in again and again. Of course they must be prepared to face a crisis. They could not expect the money to come in until the man was appointed. In certain cases it was wise to be bold, and he hoped they would take care to appoint a man possessing the qualifications necessary for the discharge of the duties.

Mr. Wilson could see in the Secretary's letter a proposal which commended itself to him, but he did not think it would satisfy the condition which was originally desired by the prime movers in this matter, and which was recommended by Conference to the Executive. He thought a good man might be obtained for a lower salary than that suggested.

Mr. Lethbridge was strongly in favour of the resolution before the meeting, as he considered the Secretary's suggestions would not give them the sort of man that was wanted. He entered into detail respecting the work which the Secretary and assistant would have to perform, and showed that a great deal of the highest class of work must be performed by the assistant. The Assistant Secretary should be a man able to direct and guide the Executive and Committees on questions which required looking at from all points of view, and his suggestions should be worthy of the same consideration, and should carry the same weight, as those of the Secretary.

Mr. Gardner had attached great weight to the Secretary's suggestions, and was prepared to support them until he had heard such cogent reasons in favour of the recommendations of the Committee. It seemed, however, to have been forgotten that the chief work of the new officer must be clerical. The opinions expressed showed that it was not the public work which was behind, but the work inside the office. He should, however, be able to do any of the work in cases of emergency.

Mr. Grove reminded the Executive he had opposed the appointment of an Assistant Secretary because he felt it was wrong policy to appoint a man who would be, to a certain extent, independent of Mr. Heller, and the speeches now made seemed to point rather to a Co-Secretary than to an Assistant Secretary, or to a clerk, as some had preferred to put it. He regretted that Mr. Heller did not make his suggestions to the Conference, when he believed a different decision would have been arrived at. But since Conference had passed a resolution to appoint an Assistant Secretary, he felt bound to meet their wishes. He would oppose any part of the assistant's salary being paid out of the current year's funds when that matter came forward.

Mr. Heller said it seemed to have been assumed, and unfairly assumed, that his letter clashed with the proposal of the Committee. He contended that it did not clash in any way. His proposal was for the appointment of an Assistant Secretary, one who would be able to come very nearly up to the highest standard which had been referred to. He had been accused of pushing forward his own opinions, but he reminded them that the letter was written at the request of the Committee, and was not placed in the hands of members of the Executive until they requested him to issue it. The resolution now before the meeting was one which had been suggested by himself, and it was not fair to put his letter in opposition to the Committee. He hoped they would look entirely to the interests of the Union in this matter.

Mr. Sykes said that he had advocated the appointment of an Assistant Secretary, not simply for the clerical work in the office, but to develop the work outside. He wanted a man of skill, energy, zeal, and enthusiasm in the work, and he was prepared to go to the extent of £250 in order to call such a man from the ranks. At the time the Secretary was appointed there was the same outcry about the difficulty of providing funds.

Mr. Hamilton regretted that Mr. Heller's paper on the policy of the Union was not read before the appointment of an Assistant Secretary was considered, as he believed the following extract alone would have been sufficient to prevent the Executive being placed in the difficulty in which they now found themselves :—"In whatever form Conference may decide to increase our effective staff, I would ask that it should be borne in mind that what is immediately required is not a larger directing force, but a greater working staff, by which the decisions of Conference and of the Executive can, under the direction of the General Secretary, be promptly and fully carried into effect." He said the Executive had to decide whether they wanted a man who should go about the country and develop his oratorical powers, or whether they wanted one who could direct the office staff, and be what might be called a Clerical Secretary.

The motion was carried, the voting being as follows :—*For*, 21—Messrs. Sykes, Rankilor, Greenwood, Baldwin, H. Clark, Devonshire, Gardner, Girling, Graves, Grove, Hamilton, Lethbridge, Maidment, E. W. Moore, Pitt, Sneath, Tait, Wilson, Howson, Spratling and Webb. *Against*, 2—Messrs. H. J. Moore and Scotson. *Did not vote*, 4. Messrs. Langler, Cutler, Wild, and Heller.

Mr. Hamilton (Chairman of Committee) moved :—"That the Assistant Secretary be appointed at a commencing salary of £250."

Mr. Greenwood moved an amendment to substitute "£200" for "£250" and to omit the word "commencing." He reminded the Executive that the commencing salary of the Secretary was only £250, and he thought they would get as good a man for £200 as for £250.

Mr. Wilson seconded the amendment. He thought if the amount were fixed at £250 men of mature age would apply, while £200 would call up men of energy and ability.

Mr. Girling thought it a dangerous line of argument for schoolmasters to say that they could get as good a man for £200 as for £250.

Mr. Sykes protested against the principle laid down by Mr. Wilson. If that principle were adopted every member of the Executive would be prevented from applying for the post.

Mr. H. J. Moore had voted against the previous resolution, but as it had been carried by the Executive he would vote for the higher salary.

Mr. Graves thought they ought not to spend £50 more than they were obliged to.

Mr. Gardner, in supporting the ammendment, thought the Union was setting a good example to the school boards throughout the country, as he did not know of any case where they offered that amount to an assistant master.

Mr. Cutler would support the amendment if the word "commencing" were allowed to remain.

Mr. E. W. Moore did not think there was any analogy between the Assistant Secretary to the Union and the assistant master in a school. He pointed out, too, that the value of money had considerably deteriorated since the Secretary was appointed. It was agreed to alter the amendment to the extent of allowing the word "commencing" to remain.

The amendment was lost.

The National Schoolmaster.

SUMMARY.

ON August 11th, in explaining the proposals for the revision of the Code which had been laid on the table of the House, Earl Spencer gave the following illustration of the manner in which the new scheme would work.

He would give their Lordships an illustration of the way in which the system would work. Let them suppose a school in which there were 300 children in average attendance, and that 250 should be present at the time of the inspector's visit. Supposing him to examine 200, the number of passes possible would be 600, there being three subjects in which each child could pass. Supposing, however, that only 500 passes should be made, or only 83 per cent. of the possible passes, then the full payment being, say, 10s. for every pass, the payment would be 83 per cent. of 10s., or 8s. 6d., and the capitation grant would be 300 times 8s. 6d., or £127 10s. All children that should have been six months in a school would be presented to the inspector for examination, and it would be for him to judge how many he ought to examine. The result of the scheme would be a great diminution in the work of examination, though the inspector's duties would be increased in other ways. Out of a million children above seven years of age who had usually been examined in the past, only 500,000 would be examined in the future.

"In order to meet one of the objections levelled at the existing system," said his Lordship, "the Department proposed to give examiners and inspectors power to classify the children examined by them according to the manner in which they should have passed the examination. The question of the grant to the school would be affected by this classification." With regard to the introduction of University men as elementary teachers, Earl Spencer made the following remarks :—

He now came to the question of teachers. The teachers under the Education Department formed a small army in themselves, numbering as they did upwards of 70,000. There were 30,000 certificated teachers, 7,600 assistant teachers, and 33,000 pupil teachers. There were in addition a large number of stipendiary monitors; but, as the system was not found in practice to work well, it was proposed to do away with

Of the teachers the waste by retirement and death each year amounted to about 6 per cent., so that the supply required each year was about 1,800, and, as owing to the increase of population additional schools would be required, the number of

teachers to be supplied annually would soon be about 2,000. The training colleges were only able to supply about 1,500 each year, leaving a deficiency of 500, and to secure that number it was proposed to admit as teachers persons, men or women, who had been at any university in the United Kingdom. It might be said that such persons would not be likely to become teachers, but when he mentioned the remarkable fact that he had on his list the names of no fewer than 130 men who had taken first-class university honours who were candidates for the position of H.M. inspectors, he thought their Lordships would agree with him that a very large number of less distinguished persons would be found ready to become teachers in their larger schools. With respect to pupil teachers, a rule would be laid down that not more than three should be engaged at any one school. That alteration would, he thought, have a very important effect upon education, because it was manifest that a pupil teacher was not as competent to teach large classes as was an assistant teacher. Pupil teachers were apprenticed for four years, from 14 to 18 years of age, and about 8,000 finished their apprenticeship each year. A large number of these, who desired to follow the profession, went to the training college. Last year the number was 4,000, of which number 3,000 passed, but 1,500 only could be admitted. A regulation would be made that an assistant teacher should be required for every 60 scholars, instead of 80 as heretofore. Then, with respect to infant schools, in schools where 40 infants attended a separate adult teacher would be required, and where 60 attended there should be a certificated teacher.

After stating the changes proposed to be made in the Music Grant, and the abolition of the Child's School Book, and Honour Certificates, his Lordship explained what was proposed to be done in reorganizing the School Inspector.

To obtain greater uniformity of inspection, and prevent, as far as possible, the injustice that arose from the different standards of different inspectors, which made examinations severe in one place and lax in another, it was proposed to organise an inspectorate to a certain extent, to place a senior inspector in charge of a large district, and to bring the senior inspectors together for consultation and discussion. A class of sub-inspectors would act under the senior inspectors, and in that way the desired uniformity would be attained to a greater extent than at present. He must acknowledge the assistance that had been received in the consideration of these changes, not only from the Department, but also from those who probably knew most of the working of the Code—namely, the schoolmasters—and he hoped the changes would be accepted willingly and with pleasure by that important body.

On the occasion of moving the Education Estimates, Lord George Hamilton brought before the House what is known as "the case of Mr. Goffin." He made a lengthy statement, in which he reviewed the evidence given in the inquiry, and asked for "such an expression of opinion as would convey unmistakably to the governors that the House of Commons did not consider that fraud, falsehood, subornation, and perjury were the proper qualifications for the head-mastership of a great middle-class school." Sir S. Waterlow defended the action of the governors, and Sir J. Lawrence, another of the governors, said their resolution confirming Mr. Goffin in his position was proposed by Canon Farrar. Mr. Rathbone and Mr. Errington held that Mr. Goffin had been guilty of fraud, and Mr. Mundella said "he had reluctantly come to the conclusion that the charge against Mr. Goffin was not unfounded, and that his retention in his present position was little less than a scandal."

Mr. Mundella said that he had reluctantly come to the conclusion that the charge against Mr. Goffin was not unfounded, and that his retention in his present position was little less than a scandal. He did not see how a fairer or abler committee could be appointed than that which investigated the matter, and it would be a grave imputation on them to say that they had prejudged the case, or that they had been anxious to convict Mr. Goffin of fraud. As far as he could learn, the case against Mr. Goffin was proved beyond a doubt. There was no question as to his ability, but it was only an aggravation of the offence that so clever a man should have recourse to fraud. It was said, "Why don't you prosecute Mr. Goffin?" They could not prosecute him. The occurence took place in May, 1878; and an indictment for fraud would not lie against him, as the fraud was not committed by him directly for his own benefit, but indirectly. The money went into the hands of the governors. Moreover, if a criminal indictment were instituted against him, his mouth would be closed. He could not be cross-examined, and consequently the best means of getting at the truth would be closed up. This discussion would, in his opinion, do some good, for he thought the governors would, on reflection, consider whether the present state of things was not too scandalous to be continued. If there were anything which the Department could do, he would confer with those who advised him on legal matters, and, if nothing could be done by the Department, the Charity Commissioners might consider whether it was their duty to interfere. It was now time that this discussion should come to an end, and, as the House could not come to a conclusion on the matter, he would appeal to it to resolve itself at once into committee.

The Birmingham Board of Guardians having condemned, as an encouragement to pauperism, the present system of school fees to poor parents being paid by them instead of by the School Board, Mr. Bright wrote acknowledging the disadvantages of the plan, but pointing out that it was adopted to avoid a still greater inconvenience. Mr. Chamberlain wrote that "there are even greater objections to the proposal to make school boards contribute to the support of denominational schools."

Mr. Mundella having been asked by Mr. George Palmer why the grant for drawing is so much less this year than it was last year, made the following reply:—

I have been made aware, by numerous complaints, that the payments for results in drawing in the elementary schools have this year been unsatisfactory to teachers and managers as compared with last year. The reason why the payments are much less this year than last is, that in 1879 a circular was issued by the Department announcing a change in the mode of assessing the grant. This change was made with a view of securing better instruction in drawing, and in lieu of a payment of one shilling for every child who had been taught drawing, one shilling would be paid for each satisfactory exercise, not being more than three in number. The circular also gave notice that the standard of examination would be raised "sufficiently to counterbalance the increase in the number of payments." It would appear that, instead of both these changes being brought into operation simultaneously, the schools had the benefit of the increased grants in 1880, but that the raising of the standard was deferred till 1881. Hence there is a falling off in the grant this year as compared with last.

On the 28th July, Mr. Mundella was asked whether the government was prepared to vote a larger sum than £6,500 as Pensions for the older teachers certificated before 1861. The following is his reply:—

I should personally be very glad to be relieved of an anxious and painful duty in awarding pensions to a limited number of teachers out of the large number who

annually apply for assistance from a fund which is totally inadequate. But, after the report made to this House by Mr. Whitwell's Committee of 1872, I feel that I should not be warranted in holding out hopes that the Government will be able to increase the present vote. I will promise, however, that during the recess the whole question shall receive very careful consideration.

Having been asked by Lord George Hamilton, whether he was correctly reported to have said to a deputation that "if any voluntary school refused to receive ragged children, he would at once cut off the grant;" Mr. Mundella said he made that statement advisedly, and he adhered to it.

A "Free Education League" has been formed in this country, to advocate the abolition of school fees on the following grounds.

In a circular letter signed by Mr. John Hargraves, the secretary, friends of education are invited to join the League on the grounds that the United States of America and several European countries years ago adopted a policy of free national education; that this policy has been pursued to the present time with manifestly beneficial results, especially in respect of industrial development; that France, profiting by the experience of other nations, has this year established free education in all her primary schools; and that notwithstanding these instructive examples the tendency of the Education Department of Her Majesty's Privy Council has been to raise the scale of school fees, and thereby seriously to minimise the benefits of the Education Act. It is stated that the conviction is rapidly growing that unless Great Britain is to fall behind other nations in education, a resolute movement should at once be made in the direction of abolishing the charges for admission to public elementary schools; and with this view the Free Education League has been formed.

Mr. Duncan McLaren, formerly M.P. for Edinburgh, has written to support the movement, on the following grounds.

Newington House, Edinburgh.

Sir,—In answer to your invitation to attend the meeting of the Free Education League, I have to express my regret at not being able to be present, but beg to say that I most cordially concur in the proposal of the League. It has always appeared to me that the compulsory attendance of children at school by authority of the State, and for State objects—the benefit of the whole community—when, during two or three years of the school period, these children might be earning wages for their own support, was very unjust when coupled with the compulsory payment of fees, and that it presses with great severity on many poor and industrious families. Suppose two boys of one family who might earn half-a-crown a week each, or £6 10s. a year during one or two years if not compelled to attend school, and that, in addition to this great loss to the family income, the parents are compelled to pay about 12s. a year for school fees and books,—I do not see any principle on which such sacrifices on the part of poor parents can be defended. I am, therefore, of opinion that the State, which compels the attendance, should provide the 12s., less or more, of fees, and open the doors freely to all who desire to enter, and that even in that case the burdens on parents would still be very great.

Of course we shall be told, as we often have been, that unless fees were charged poor parents would be unjustly favoured, and the richer classes unjustly charged with higher school rates; but I contend that the additional funds required should come from the National Exchequer (subject to proper safeguards), and to this national fund the working classes contribute more than an equitable share of the national revenue, as compared with the property they possess. For example, the spirit and malt duties last year yielded a revenue of twenty-five and a half millions, and the tobacco duty eight and a half millions. Adding to these the licence duties for making and selling these articles (which all fall on the consumers), we have a sum of about forty millions

a year, of which probably nearly four-fifths are paid by the working classes and others who send their children to the Board schools, and they, from their large numbers, are the great consumers of these articles. On the other hand, all the other taxes, properly so called, yield less than thirty millions. Of course this sum does not include post-office, telegraphs, land revenues, old stores, &c., which are not properly taxes.

If, then, the Exchequer would give back, in lieu of school fees, 5 per cent. of the taxation which the parents of board school children now pay in the way before mentioned, the difficulties would be removed.

REVIEWS.

Mechanics for Junior Students, including Hydrostatics and Pneumatics. By W. J. Browne, M.A., London. Fifth Edition. Manchester: John Heywood.

We have noticed this work in one of the earlier editions, and need only say here that it is a thoroughly good and reliable treatise on Mechanics. Some new sets of examination papers have been added to the last edition, and a few misprints corrected.

Notabilia of English History. By Walter Blanchard. London: T. Murby.

We are very much pleased with this little book, which will be of great use to students preparing for examination in English History. Mr. Blanchard's plan is to arrange in sections different features of English history as "Monarchs with Notable Consorts," "Acts Limiting the Royal Power," "Acts Limiting the Papal Power," "Acts of Religious Intolerance," "Acts Giving Civil and Religious Liberty," &c. The latter part of the book contains a fairly exhaustive list of notable persons.

Moffatt's Readings in Geography. Part II. The Geography of England and Wales.

This book contains a very readable description of the geography of England and Wales. It is drawn up in a plain straightforward manner, and does not sacrifice solid usefulness to mere interest, as is done in some of these reading books. It is well illustrated, and the illustrations are in the main accurate representations of the places described. The general summary of facts at the end of the book is a useful feature. We can heartily recommend this book as a good book for making English geography an attractive study to young children.

Geography Reading Books. Part III. for Standard IV. London: National Society's Depository.

This is a very good and very interesting reading-book on the Geography of the British Isles. It is also very attractively illustrated, and there are numerous sketch-maps, as well as wood-cuts. In section I. the author deals with the coast line of Great Britain; in section II., with the river basins; in section III., with the railways and large towns. A book like this forms an admirable introduction to the geography of the British Isles, but the publishers and compiler would be the last to assert that its adoption would dispense with a text-book of facts on the subject. The large type, the numerous wood-cuts, and the sketchy matter take up a good deal of the space, so that the amount of information imparted is not considerable. What is a thing of greater moment is that such a book will make the study of geography a pleasing study, and that the greater part of the facts that are given will be remembered by the pupil. Apart from its use in schools, for which it was specially drawn up, it is certain that this book will have a wide circulation in private families; and it would make a very agreeable present to give to any boy or girl who manifests a taste for geography. We must give a word of special praise to the numerous and beautiful wood engravings that have been drawn to illustrate the text.

An Old Educational Reformer—Dr. Andrew Bell. By J. M. D. Meiklejohn, M.A. William Blackwood and Sons.

THIS is a book which we can confidently recommend every teacher to add to his private library. Mr. Meiklejohn is a most entertaining writer, and every teacher should be acquainted with the life and career of an educational Reformer like Dr. Bell. We give the following extract from the work, which will at all events prove that the purchaser will not be bored by its perusal :—

"Andrew Bell was an extraordinary man. I may even go so far as to say that he was an extraordinary Scotchman. The son of a barber, with no fortune except the education he received at St. Andrew's, he goes to Virginia as a tutor, and makes a small fortune in tobacco. He comes home, and though short-sighted, fights a duel at St. Andrew's, loses his money, takes orders in the Church of England, and goes to Madras; makes a large fortune in India, comes home, buys estates, marries a wife, rises to be a dignitary in the church (and has a very near view of the mitre), writes a large number of books, shakes hands with princes, kings, and emperors, revolutionises education in the Old and the New World, leaves £200,000, bullies and terrifies his trustees before he dies, travels several hundred thousand miles, and makes a large number of warm-hearted friends. Surely this is enough to satisfy the appetite or ambition of any one man."

Outline of English History. Second Period, 1603—1880. By S. R. Gardiner. London: Longmans, Green and Co.

THE writer of this book, who is professor of modern history at King's College, London, has done his work well. He tells his story plainly, remembering that his book is to be read by children of from 10 to 14 years of age, and introduces occasionally little touches of picturesque description, that fasten the young mind to the page and make the book not only useful in the schoolroom, but interesting in the vacant hour, or for continous reading by such scholars as prefer fact to fiction. The work is pleasingly illustrated by woodcuts, and sketch maps. We shall give our readers perhaps a better idea of the way Mr. Gardiner does his work by supplying a short extract, than by any other method. The following is his account of the quarrel about ship-money.

"Before long, however, Charles found it necessary to have a fleet. As the Dutch navy had been a large one for many years, and the French, too, had now a large navy, Charles thought that England ought to have a fleet to defend her coasts and her trade. The proper thing to do would have been to send for Parliament, and to ask it for money for the navy. But the king knew that if Parliament met, it would refuse to give money unless he would follow its advice in everything, and he was determined not to do that. One of his lawyers told him that when the country was in danger, he had a right to ask the people or the towns on the sea-coast to serve in their ships against the enemy, and he therefore ordered these towns to send him ships. He took care to ask for ships larger than those which were to be found in any of these places except in London. After a little time, he wrote again to say that if they had not got the ships, they might give him money instead. The money was paid, and the next year he asked all the counties in England to pay the ship-money as it was called. He told them that a man who owned sheep with wool on its back in a midland county was just as much interested in having the trade of the country defended, as the man who lived in a seaport town, and owned the ship which carried the wool across the sea. This was quite true. The only question was whether either ought to be made to pay without a grant from Parliament."

Mr. Gardiner brings his story down to the advent of the present ministry to power in 1880, and ends up with a short homily on the necessity for patience, and further progress, and that Englishmen should prefer duty to interest.

The Grammar, History, and Derivation of the English Language, by the Rev. Evan Daniel, M.A. London: National Society's Depository.

MR. Daniel states in his preface that he has been a teacher of grammar upwards of twenty years, so that the work before us is evidently no hasty compilation of ill-digested materials. He has drawn up this grammar for "students in Training Colleges, the upper forms in secondary and High Schools, and candidates for the University Local Examinations, for the Matriculation Examination of the London University, and for other public examinations." There is one remark in the preface which we think very sensible and pertinent.

"The author has paid special attention to what are generally called the "exceptions" of accidence and construction, with a view to getting rid of them. The exceptions of grammar are not infractions of law, but instances of laws that, in accordance with higher laws, are becoming,

or have become, obsolete. It is of the highest importance to the student to recognize this truth, and to narrow, wherever he can, the area of knowledge that still remains outside the domain of investigated law."

Mr. Daniel, not content with the usual division of Proper, Common, and Abstract Nouns introduces a new distinction which he terms the Concrete Noun, and states that "the same noun may be concrete in one sense and abstract in another;" as "Truth is opposed to falsehood" (abstract); "this truth is indisputable" (concrete). A concrete noun he defines as "the name of a thing which has a real existence outside our own minds, as book, gold, feather." We can recognise the difference Mr. Daniel wishes to establish in the two senses in which the word "truth" is used; but we fail to see that either sense of the word can be called "concrete." By "real existence" in his definition he must mean an existence tangible and bodily; otherwise the word "real" in the definition itself wants defining. Besides, we doubt very much the advisability of encumbering manuals of grammar with needless distinctions, which confuse the pupil, and perplex the examiner. We must say a good word here for Mr. Daniel's exercises, which are unusually full and good. He very sensibly gives the names of the authors from whose works he makes quotations. We must also express our approval at the thorough and accurate manner with which he supplies the derivations of the words he gives as examples, not only from the Greek and Latin, but also from the Saxon. In fact, the great advantage which the present work has over the well-known grammar of Morell is in the greater prominence it gives to the Saxon foundation of our language. Again, Mr. Daniel takes in hand certain anomalous words, and gives a short history and explanation of them, which will be found very serviceable to the pupils if they should be enquired about in an examination paper, and interesting to him in any case. We may think he multiplies distinctions in adjectives and pronouns somewhat unnecessarily; but we have not ourselves had the same task to perform, or very likely we should agree with him that in a comprehensive grammar of the language, it is impossible to avoid this minute and tedious system of classification. Mr. Daniel does well in boldly grappling with classes of words which very much perplex learners, so we are glad to see a special chapter devoted to "participles and verbal nouns." His treatment of the "anomalous verbs" is also very good, and we also like his model for parsing verbs. Altogether the treatment of the accidence in this work has our highest commendation, and we should advise masters and mistresses to order the book as one most suitable for their pupil teachers. There would be pleasure as well as profit in a teacher going through a book of this kind with his pupils, and we have no doubt that this grammar will at once take a high position as a standard work on the subject in our schools and colleges.

THE REVISION OF THE CODE.

WE read of the Israelites in the Book of Psalms that the Almighty gave them their desire, and sent leanness withal into their souls. We are not sure that in giving the National Union of Elementary Teachers their desire, Mr. Mundella has afflicted them in this manner; but Lord Spencer has explicitly declared that the suggestions of the Union have been incorporated into the proposals for the Revision of the Code. "He must acknowledge the assistance that had been received in the consideration of these changes, not only from the Department, but also from those who probably knew most of the working of the Code—namely, the schoolmasters, and he hoped the changes would be accepted willingly and with pleasure by that important body." The authors of the scheme cannot very well become its fierce critics, and consequently we are not at all surprised that at present no

definite opinion has been given as to the acceptableness of the new proposals. It seems to us that it may be shortly described as a scheme for the relief and aggrandisement of the inspectors, and we shall be very much surprised if it does not also turn out to be a scheme for the relief of Her Majesty's exchequer. As education becomes more and more advanced, the number of passes under the present Code will go on increasing, and thus the education grant will swell to still higher dimensions. Mr. Mundella assures us that the present average rate of aid will be maintained, and we doubt not he will do his best to carry his promise into effect; but under the new system there will be no room for the certain future increase of grant that would accrue from the working of the existing Code. No reason, too, is given for the discontinuance of the individual examination in Standards I. and II., but that it is wearisome to the flesh of the inspector. It would "greatly relieve the inspector," says Mr. Mundella. But how teachers may accept this method of examining their work in the earlier standards we do not know, nor do we see how this part of the plan can be made to harmonize with the computation of the grant as shewn by Lord Spencer. In Standards I. and II. only so many of the children are to be examined as will enable the inspector to estimate the quality of the instruction given. Yet the grant will be "based upon the proportion of passes actually made to those that might have been made by the scholars examined." Standards I. and II. contain the great majority of the scholars at present in our schools, and if the inspector selected three or four of the dullest children, the result might be disastrous financially to the school. There is a haphazard element in this method of examination, which, if we mistake not, will not recommend it to teachers. Nor are we quite sure that they will approve of the provision which compels them to present for examination all children who have been six months on the school register. There are many such children whose attendance has been exceedingly irregular, and who, consequently, have not a chance of passing the examination. What, too, is to be done in the case of a child who has been absent for two months and accordingly crossed off the register, and re-admitted a month or two later? He has not been on the register continuously for the six months, and so, we suppose, need not be examined. Mr. Mundella congratulates himself that by the new system he has removed a great temptation to fraud; but we think it is liable in this respect to even greater objections than the existing Code. A master or mistress will be safe, on the new system, if they can bribe the ignorant portion of the pupils to stay away on the day of examination. Where the thing is well done, the master or mistress

need have no cognizance of it. An intelligent pupil-teacher will, perhaps, tell about a score of the scholars likely to fail that the master will not be angry if they take a holiday on the day of inspection. Mr. Mundella congratulates himself that, according to his scheme, the managers and teachers will not suffer from the absence of scholars on the day of inspection. We believe they will suffer nearly as much as before; but in an unequal and irregular manner. If half a dozen intelligent boys are away from school the proportion of the passes made to those which might have been made will be diminished by their absence; if the dunces are absent, the school will reap corresponding benefit, and rejoice thereat. As far as we are able to judge, the substitution of the new Code for the old will unsettle matters a great deal, and give the inspectors an enormous increase of power. We are not at all sure that Lord Sherbrooke will not have poetical justice done him before his death. Many teachers may be found who, when the new scheme is fairly in operation, will wish they had back again that plan, drawn by a master-hand, which was grandly simple, and wonderfully successful in allotting the largest grant to the best taught school. Under the present Code, a teacher can tell, as the passes are being marked, the grant that will be paid; under the new system it will be more of a lottery, and will greatly depend upon the point whether the dozen or score of absentees from school on the day of examination are the clever pupils or the dunces. It will also go strongly against the teacher's grain to be compelled to present dunces for examination simply on the ground that they have been on the register for six months. In this way a few intelligent children may have the power of helping a school, who are useless in that way under the present system; but, on the other hand, nine-tenths of those who have not got the 250 attendances are such children as the teacher would not care to present. The removal of the limit of the 250 attendances will also, we fear, act injuriously on the regularity of the attendance of the children. It is true that any diminution of the average will be injurious to the school; but nothing keeps the average so high under the present system as the knowledge that scholars will not be examined at all unless they have been regularly at school 25 weeks out of the 52.

Whether teachers will welcome the provision that men from the Universities shall be introduced to elbow them out of the best places, it remains for us to see. It is only during the last few years that University men have had any desire to share the work or the remuneration of elementary teachers. It may be thought that the profession, as a whole, would be raised by the introduction of this class; but we have

no doubt that they would remain for some time, as a class within a class, consorting one with another, holding little intercourse with their humbler brethren. The infusion of men from the Universities would in time strengthen the whole teaching body against aggressions from the Education Department, and would tend to make the teaching body a profession, in many respects similar to those of law, medicine, and divinity. We are very glad to see that the Government have courageously resolved to break down the barrier separating teachers from the office of inspector, and we heartily approve of this portion of the amended scheme. It is impossible to consider the general scheme properly until we know the amount which the Government propose to give on the average attendance, and that we suppose will not be told us till next February or March.

MR. MUNDELLA ON THE REVISION OF THE CODE.

IN Mr. Mundella's speech on the Education Estimates, he stated that the estimate for 1880-1 was £2,683,958, being an increase of £147,991 over the grant for the preceding year. After referring to the comparative cost of board and voluntary schools, Mr. Mundella mentioned to the House that the total expenditure on elementary education amounted to a little over five million pounds. "He wished to draw the attention of those who were in favour of free education to those figures." The right hon. gentleman, after referring to the results of compulsion, and the condition of religious teaching, made a statement on the Revision of the Code, which our readers would do well to consider in connection with the "proposals" printed in another part of our paper. We cut the report of the speech as divided below from the *School Guardian*:—

GRANTS TO BE PAID ACCORDING TO AVERAGE ATTENDANCE.

Under the head of "general," it was proposed to adopt the average attendance in each school as the basis of the grants which had hitherto been made on account of individual scholars, whether infants under seven years of age presented to Her Majesty's inspectors for collective examination, or children above seven presented for examination in reading, writing, and arithmetic. This would provide the fairest measure of the work done, because hitherto the grant had depended too much on chance circumstances, over which the managers had no control—such as bad weather or illness. Another good effect that the alteration would have would be that it would keep the work in the school equal, inasmuch as failure in any one part would affect the whole grant, and therefore the master must attend to all scholars alike.

250 ATTENDANCES NOT REQUIRED FOR EXAMINATION.

In the second place, it was proposed that 250 attendances should no longer be required as a condition of examination, but all scholars who had been on the registers for six months would, unless there was a reasonable excuse for their absence, have to be presented to the inspector. A great advantage that would result from this change would be that it would remove the temptation to tremendous fraud that at present

existed. It was a most hateful task to have to sit in judgment upon teachers who had been tempted to add one or two strokes to the number of attendances, although their doing so involved the suspension of their certificates, the blasting and blighting of their characters, and the probability that their prospects would be utterly ruined. Only last week he had to investigate a case in which a school had been affected to the extent of £16 by the addition of a single fraudulent stroke to a boy's attendances; and, in some instances, schools had been affected to the extent of even £40 by means of such frauds. It had therefore been determined to remove this sort of temptation from the teacher's path. The alteration would also relieve the teacher's mind; it would simplify the mode of payment, and it would give great elasticity to the system. In the third place, the grants would be so assessed that the present average rate of aid would, as far as possible, be maintained. The result would be that a bad school would get less, a fair school about the same, and a good school more.

MUSIC AND SEWING.

Under the head of "grants common to all schools," the full grant for music would be paid if singing were satisfactorily taught from notes, or according to the tonic sol-fa system, one-half only being paid if it was taught by ear. Sewing had been made a little lighter, because the Department felt that it was too much to ask for fancy needlework from the younger children.

SPECIAL MERIT.

Under the "special merit" clause, the inspector was to have regard to the organisation and discipline, to the employment of intelligible methods of instruction, and to the general quality of the work in each school, especially in the standard examination, and should have power to recommend an additional grant on the average attendance, varying in amount as the school was in these respects fair, good, or excellent. It might be objected that they were placing great power in the hands of the inspectors; and doubtless this alteration would involve a complete reorganisation of the system of inspection, which would secure greater economy, efficiency, and uniformity.

INFANTS' SCHOOLS.

Under the head of "infants' schools," it was proposed that all grants, save those for pupil-teachers, should be based on average attendance. When the infants in a school amounted to forty in number a separate adult teacher would be required for their instruction, and for more than sixty a certificated teacher would be required. It was absolutely necessary that they should insist upon having better infants' school teachers. Part of the grants for infants would be made to depend upon their being taught by special methods—providing for, first, appropriate and varied occupations; second, suitable instruction in the rudiments of reading, writing, and arithmetic; and, third, a systematic course of simple lessons on objects and on the phenomena of nature and of common life.

INDIVIDUAL GRANT ABOLISHED.

Under the "boys' and girls' school" clauses, payment on the passes of individual scholars would be abolished, and 250 attendances would no longer be required as a condition of examination. All scholars on the register were to be present at the inspection, unless there was a reasonable excuse for absence; and all such children who had been six months and upwards on the registers were to be presented for examination. The grant would be calculated on the results of the examinations of the scholars. It would be based on the proportion of passes actually made to those that might have been made by the scholars examined.

EXAMINATIONS.

The inspector would examine, first, all scholars presented in the standards fixed by the bye-laws of the district for half-time labour; secondly, all scholars presented in Standard III. and upwards; thirdly, any child, whether a scholar in a school or not, who desired to pass in either of the standards fixed by the bye-laws of the district for total or partial exemption from attendance at school; and, fourthly, in Standards I. and II.—unless either of those was the standard for half-time labour—such a number of scholars as would enable him to estimate the quality of the instruction in each of the three elementary subjects. This would greatly relieve the inspector, who, under the present system, had to examine each child individually. The labour imposed upon the inspectors, under the existing system, was enormous, no fewer than a million and a quarter of children being examined last year in Standards I. and II.

CLASS AND SPECIFIC SUBJECTS.

A seventh standard had been introduced for the benefit of those who had passed Standard VI. some time before leaving school. Again, if any scholar over ten years of age was, after April 1, 1883, presented for examination in Standards I. or II., the passes made by such scholar would not be reckoned in calculating the percentage of passes for the purpose of a grant. The Government proposed that a school should be regarded as made up of two divisions. In the lower division the standards would be from I. to IV., inclusive; in the upper division the standard would be V. and upwards. Two class subjects might be taken up in each division, in which grammar and recitation, geography (including physical geography), and elementary science would alone be recognised as class subjects in the lower division. If only one class subject were taken in the lower division, it must be English. If two were taken, the second must be either geography or elementary science. The Government proposed that the pupils should have specimens of good English laid before them, instead of the miserable commonplace books that had hitherto been their school books. They also said that the geography which the pupils learnt should include physical geography, and should not be merely political. The pupils, instead of reading very foolish tales, should have placed before them a good historical book. The upper division might take as class subjects any of the three subjects to which the lower division was restricted, or history, or a specific subject treated and examined in as a class subject. The grant for class subjects would be made, as now, on the average attendance; and an increased grant would be paid if 20 per cent of the scholars examined were presented in Standards IV. and upwards. No scholars would be examined in specific subjects if the percentage of actual to possible passes in the elementary subjects at the previous inspection were less than 75, and no grant would be paid if the same percentage were not reached at the close of the year for which the grant was claimed.

NIGHT SCHOOLS AND CLERGYMEN.

As to the night schools, they might be said to be miserable and declining. The Government proposed to remedy that state of things. They proposed that a boy, whose school life might end at eleven years of age, should have some opportunity of carrying on his education in the evening. They did not propose to make his attendance compulsory. A boy who had worked ten or twelve hours a day could not be compelled to go to school; he must be attracted to school. With regard to night schools, grants would no longer be confined to reading, writing, and arithmetic; but would be made also for proficiency in class subjects. Grants would be paid in respect to those children only who, having passed the standard fixed by the bye-laws of their districts for total exemption, were under no obligation to attend school, and were not day scholars. It was proposed that the teacher of a night school need not be a layman. At present, nuns and Christian Brothers might teach in any day school. A local preacher could also teach in a night school. He did not see why a clergyman should not teach in a night school. If there was any blame or any credit due to any one in connection with this suggestion it was due to himself. All the knowledge of natural history that he obtained in early life he obtained at a night school taught by a clergyman, who, at the same time, taught his friend the secretary of the Royal Geographical Society.

PUPIL-TEACHERS AND ASSISTANTS.

With regard to pupil-teachers, the special grants to pupil-teachers for proficiency at their annual examinations would be continued. Not more than three pupil-teachers would be allowed in any school or department, whatever number of certificated teachers might be employed in it. Stipendiary monitors would no longer be recognised. Candidates for engagements as pupil-teachers would be required to pass in Standard V. or VI. with some elementary knowledge of grammar and geography. In calculating the staff of a school, an assistant-teacher would count as sufficient for sixty scholars, instead of eighty as heretofore.

UNIVERSITY MEN AS ELEMENTARY TEACHERS.

He had told the House that they proposed to open another avenue to the teaching profession. They had applications by the dozen and almost by the hundred from university men who wanted occupation. If it were thought desirable to raise a brigade of university men to-morrow with very small salaries, it would not be difficult to find them, to go anywhere and do anything. It was proposed that graduates of any university in the United Kingdom, and who had passed a high examination at

the university, might be recognised as assistant teachers, and might be admitted to examination for certificates after serving as assistant teachers for one year, if the inspector reported favourably, and their skill in teaching warranted it. They would require them to go into the elementary schools for a year. They would pass to the higher schools and raise the whole tone of the teachers.

HONOUR CERTIFICATES.

It was further proposed to discontinue the honour certificates and the payment to the children who held those certificates, which had been devised to meet a state of things which had passed away. The noble lord—the member for Middlesex—had expected that they would be largely taken advantage of, and that they would probably involve a charge of £50,000 a year; instead of which they had caused a great amount of heart-burning and much difficulty, and nothing had caused more friction in the working of the Department. There was no need of that stimulus any longer, and the money would be better employed in advancing the children at the night schools.

"CHILD'S SCHOOL BOOK."

Again, the production of the "Child's School Book" was no longer to be made necessary as a condition of the payment of the grant. Nearly all over the country it had been a complete failure. In a large industrial town like Birmingham not 2 per cent of the school books had been used. In Northampton children had been found with three school books with a different age in each book, and each giving the wrong age; and the factory inspector had refused to accept the school book as a proof of the child's age. It was therefore felt that the school book must go.

TEACHERS AND THE INSPECTORATE.

He now came to the subject of inspection. Their staff of inspectors had grown very rapidly. They had 123 or 130 inspectors, and about an equal number of inspectors' assistants; and if they continued examining individually they must increase the staff every year. There were frequent complaints made to the Department as to the laxity of some of the inspectors and as to the severity of others, and that was a source of constant trouble and anxiety to them. It was proposed to divide England and Wales into districts, and to take from the very best and most trusted inspectors a certain number of men as chief inspectors, to be placed at the head of those districts. All the other inspectors in a district would be subordinate to the chief inspector, with whom they must communicate, and he would be held responsible for their work. It was further proposed to have sub-inspectors, recruited from the ranks of the inspectors' assistants and from the ranks of the schoolmasters. It was intended also that the chief inspectors of the Department should meet once a year at Whitehall, should there lay down a regular system for examinations in their respective districts, should agree upon their plans and their tests, and should enforce uniformity upon the inspectors of lower rank. By that means it was hoped that they would attain greater efficiency all over the country. It was not intended that any inspector should be employed without an ample probation, but that there should be some test exacted from inspectors as to their capacity to inspect and their ability to descend to child life. In conclusion, he apologised for trespassing so long on the time of the House, but he felt that the Department with which he was connected was as much associated with the honour and the greatness of the country as were the army and the navy.

SCHOOL BOARDS FOR THE MONTH.

AT the monthly meeting of the London Board, on July 28th, a recommendation of the School Management Committee to increase the amount allowed for travelling expenses to the needlework examiners and the needlework stock-taker was vetoed, mainly on the ground that it was not right that officers of the board should have an opportunity of making money out of travelling expenses. Mr. Bonnewell

tried to persuade the board to petition Parliament to alter the law which enacts that casual vacancies shall be filled up by the board themselves without an appeal being made to the constituencies, but the previous question was carried as an amendment to his motion by a majority of 14 against 12.

At the meeting of the same board, on August 4th, Miss Muller moved a resolution, increasing the number of prizes given to girls for regularity of attendance, on the ground that their attendance was far more irregular than that of boys. It was, however, thought unadvisable to make any distinction between boys and girls on this matter, and the motion was accordingly rejected by 27 votes against 2. A discussion took place on the action of Mr. Paget, one of the London police magistrates, with regard to summonses which the board instituted for offences against its bye-laws, and it was resolved to send a copy of the report of their superintendent to the Home Secretary. The following is the concluding paragraph of the report, which some of the members of the board considered insulting to Mr. Paget :—

Mr. Paget was on this occasion, as ever, considerate and kindly in his demeanour and remarks, and I show to him every proper personal respect ; but it is too evident that his benevolent ideas of the period and amount of a child's necessary education are wholly diverse from those expressed by the Legislature and the board's bye-laws, and given to me for my instructions. Receiving, as I do, continual complaints from the schools in the neighbourhood of the irregularity of children (especially elder ones), and finding the results of summonses to this court to be not only inoperative, but in the highest degree prejudicial, I ask again that I may either be permitted to discontinue them entirely till the law can be properly enforced, or that the board will define to me, for my future guidance, what portion of its bye-laws for securing attendance at school I am—in the light of the case of Oxlade above—to neglect or overlook in taking summonses against parents at this court.—I am, &c.,

(Signed) R. B. Williams,
Superintendent.

G. H. Croad, Esq.

The School Management Committee presented a report dealing with various matters, amongst others that of the admission of pupil-teachers to training colleges. The following is the portion of the report referring to this subject, the consideration of which was deferred until after the recess :—

The Board on the 26th May referred to the School Management Committee, for consideration and report, a letter from the Secretary of the Metropolitan Board Teachers' Association, forwarding a copy of the following resolution on the admission of Board pupil teachers to training colleges, which resolution was passed unanimously by a general meeting of the association in January ; and asking the Board if they would memorialise the Education Department with a view of removing the special disabilities which Board pupil teachers are under in obtaining admission to training colleges :—

That in the opinion of this meeting, the principles upon which the training colleges were founded having been determined prior to the rise of Board schools, such reforms in the existing scheme of training have become necessary as will remove the special disabilities under which the Board candidates labour, and secure for them the same rights and privileges of admission to colleges as are enjoyed by the competitors from denominational schools.

The committee beg to report that they applied to each training college for copies of the form of application for admission and of any certificates which the candidates

for admission were required to furnish. The return sets forth the particulars which the committee have thus obtained respecting (i.) any preliminary condition or inquiry of an ecclesiastical character that is made before the admission of a candidate into college; and (ii.) the nature of the scripture or religious examination (if any) which the candidates are required to attend before their admission. The committee, with this information before them, have carefully considered the subject referred to them; and they recommend that the following memorial, together with a copy of the sub-joined return, be forwarded to the Education Deparment:—

PROPOSED MEMORIAL.

To the Lords of the Committee of Council on Education.

The Memorial of the School Board for London,

SHEWETH:—

That the School Board for London, as managers of schools with nearly 200,000 children in average attendance, feel constantly, with growing force, first, that a training in college is of the greatest importance for pupil teachers who propose to sit for certificates and to adopt the profession of teachers in elementary schools; and secondly, that it is essential that the pupil teachers selected for such training should be the best and most capable of their class. That the pupil teachers for the School Board for London labour under special disadvantages when seeking admission to some of the existing training colleges; and that cases have occurred where such pupil teachers have been refused admission in favour of other candidates who have passed lower in the Government examination. That the Board, having regard to section 14 of the Elementary Education Act of 1870, have arranged that efficient Bible instruction should be given to their pupil teachers, but that such Bible instruction should not be distinctive of any particular denomination. That candidates for admission to training colleges are required to satisfy conditions which the pupil teachers in Board schools cannot always comply with, and, in most cases, to pass an examination in religious knowledge, for which a distinctive training is absolutely necessary. That, in the opinion of the Board, candidates of superior qualifications should not, on denominational grounds alone, be passed over in favour of candidates of inferior qualifications; but that Article 98 of the New Code should be cancelled, and that no candidate be refused on other than reasonable grounds. The Board accordingly pray that the Education Department will take such steps as may be necessary to remove the disqualifications affecting pupil teachers from Board schools who seek admission to training colleges.

The Board at its rising adjourned till Thursday, October 6.

At a recent meeting of the Colwyn Bay Board, a report was read from the schoolmaster, attributing the unsatisfactory results at the last inspection to the method in which the children were examined.

At a recent meeting of the Board, Mr. E. Griffith, master of the Colwyn Bay Board School, made the following statement:—

In reference to the number presented (at the examination), I ascribe it to the severity of the weather last winter, and I consider that the attendance would have been much better if it had been better supported by the attendance officer. My average infants are about thirty, and but two of them were presented, and their examination was no criterion of the real progress they had made. The 1st Standard were scattered from one end of the room to the other end, mixed with other children, and many of them did not hear. I think such an arrangement of the standard is rather more a test of the ear than of the mental training. I noticed several children who did not hear at all, and some were actually crying; but the examiner did not take any notice of it, as he ought to have done. This applies to both sums and dictation. The 2nd Standard were placed together in a more favourable position, which in my opinion is the reason why they passed better. In the 3rd Standard I noticed that several children did not take up the words as read by the inspector. As to the 4th Standard, I think in fairness that there ought to be a strict uniformity in all the schools, which I am aware is not the case. For instance, I was never allowed to read the dictation myself, which is allowed in other schools. I noticed that a whole line of poetry was given out at a time, without repetition at all; consequently the children did not take it down.

The master of the Colwyn Board School "strongly endorsed Mr. Griffith's statement as regards Standard 1, 2 and 3." He added that his staff was insufficient. In his report he stated:—

I must report to you that my last examination was not fair, and that the children were not fairly tested, especially in Standards 1 and 2. They were dispersed here and there about the room, and failed to understand what the assistant inspector dictated to them, both in dictation and arithmetic, owing to two reasons—viz., Mr. Morris did not speak loudly enough; and (2), interference by others at the time. . . . Those children who passed in Standard 1 were placed near the inspector, though they were only about six years of age.

A complaint was also made that the attention of the children was diverted by a clergyman, who is a member of the Board, talking to the examiner. The chairman of the Board, who is a Noncouformist minister,

protested against "the habit of inspectors looking up clergymen, driving them about in their traps, and bestowing upon them all manner of attention. He never interfered with the work of clergymen, and why should there be all this marked attention and undue interference on the other side?" It was agreed that the minutes should be signed, and that a copy should be sent to the inspectors, asking why the matter should not be reported to the Education Department.

In the report of the Devonport Board for July 26th, the following paragraph occurs under the heading of "Charges of Excessive Punishment." The marvel is, that persons should be found capable of the fabrication of such utterly false statements.

CHARGES OF EXCESSIVE PUNISHMENT.

A short time since several complaints were brought under the notice of the Board in which parents charged certain masters or mistresses, or pupil teachers, with cruelly beating their children. A report was now presented stating that in most of the cases referred to the charges were found to be either wholly false or grossly exaggerated, and not a single case of cruelty had been proved against the masters and mistresses of the schools. The Board placed the matter of one of these complaints in the hands of the visitors of the Ford schools—Dr. Rolston and Mr. Fedrick—and the Chairman also resolved to make an investigation. The complaint was far from substantiated, and it was some evidence that the child was not badly treated at the school, that she had been sent back again. He was glad also to be able to inform the Board that he had learnt from an altogether independent source that children were not beaten at the Ford schools, but, on the contrary, were kindly treated, and he mentioned his source of information to the Board.

Mr. Metham thought the statement was a very clear and satisfactory one, and that it once more proved those charges groundless.

The Chairman said that he had himself just investigated another charge brought by parents against a school, in which it was alleged that a child had been shut up in a cupboard for punishment, and that in consequence of this treatment she became dangerously ill, was laid up, and her life despaired of for some time. On inquiry, however, he found the accusation was without a word of truth or foundation.

Mr. Metham said it was a great shame that those charges should be made.

Mr. Fedrick said they were scandalous and most unjust to the teachers.

Mr. Rundle said the Board were pursuing a proper course in investigating every case, and proving to the public how lightly and falsely they were made.

The Chairman said, as to the mistress of Ford School, that a kinder-hearted or more affectionate teacher did not exist. She was the last person in the world to illuse a child.

Mr. Metham: Well, there will always be those reports, and she must rest on a clear conscience.

The following paragraph occurs in the report of the Melbourne Board, under the heading of "Official Interpretation of the Belgrave Judgment."

OFFICIAL INTERPRETATIONS OF THE BELGRAVE JUDGEMENT.

At the last monthly meeting the following letter from the Education Department was read:

"I am directed to state that my Lords can only reply as they have not unfrequently done in reply to similar representations, that school managers should require pre-payment of the weekly fee, and their Lordships have undertaken in cases where such a requirement was made, to support it to the extent of deeming the exclusion from a public elementary school of a child, whose weekly fee was not prepaid at the time at which it ought to be prepaid, as an exclusion on 'reasonable grounds' within the meaning of Article 17 (a) of the New Code.

EDUCATIONAL NEWS.

THE NEW CODE FOR 1882.

THE following is the draft of proposals for the New Code of 1882, which was laid on the table of the House of Commons on Monday, August 8th, and explained by the Right Hon. A. J. Mundella, Vice-President of the Committee of Council on Education, in his Education Budget speech :—

PROPOSALS FOR REVISION OF CODE.

General.

1. It is proposed to adopt the average attendance in each school, as the basis of the grants which have hitherto been made on account of individual scholars, whether infants (under seven years of age) presented to H.M. inspectors for collective examination, or children above seven presented for examination in reading, writing, and arithmetic.

2. 250 attendances will be no longer required as a condition of examination, but all scholars who have been on the registers for six months will (unless there is a reasonable excuse for their absence) have to be presented to the inspector.

3. The grants will be so assessed that the present average rate of aid will, as far as possible, be maintained.

(The rate at which each item of the grant will be assessed cannot yet be stated. It is also desirable that, for the present, attention should be directed to the educational, rather than to the financial, effects of these proposals.)

Grants common to all Schools.

4. Music.—The full grant will be paid if singing is satisfactorily taught from notes, or according to the Tonic Sol-fa system. One half only will be paid if singing is taught by ear.

5. Sewing, according to the revised needlework schedule (annexed hereto), will be compulsory for all girls, and for boys below seven years of age. A special grant will be made, calculated on the average attendance.

6. Special Merit.—The inspector shall have regard to (*a*) the organisation and discipline; (*b*) the employment of intelligent methods of instruction; and (*c*) the general quality of the work in each school, especially in the standard examination; and shall have power to recommend an additional grant on the average attendance, varying in amount according as the school is, in these respects, fair, good, or excellent.

Infant Schools.

7. All grants save those for pupil teachers (Article 19 E of the present Code) will be based on the average attendance.

8. When the infants in a school amount to forty, a separate adult teacher will be required for their instruction. For more than sixty infants a certificated teacher will be required.

9. Part of the grant for infants will be made to depend upon their being taught by special methods, providing for—

(1.) Appropriate and varied occupations.

(2.) Suitable instruction in the rudiments of reading, writing, and arithmetic; and

(3.) A systematic course of simple lessons on objects, and on the phenomena of nature and of common life.

10. Infants, between six and seven, may, at the discretion of the inspector, be examined individually according to Standard 1 of the Code of 1870.*

Reading.—Narrative in monosyllables.

Writing.—Form on black-board or slate, from dictation, letters, capital and small, manuscript.

Arithmetic.—Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on black-board.

* STANDARD 1, CODE 1870.

11. If any scholars in an infant school are taught in Standard 1, they will be examined and paid for as in schools for older children.

Boys' and Girls' Schools.

12. Payments on the passes of individual scholars will be abolished, and 250 attendances will no longer be required as a condition of examination.

13. All scholars on the registers are to be present at the inspection, unless there is a reasonable excuse for absence; and all such children, who have been six months and upwards on the registers, are to be presented for examination.

14. The grant will be calculated on the results of the examination of these scholars. It will be based upon the proportion of passes actually made to those that might have been made by the scholars examined.

15. The inspector will examine—

(*a*) All scholars presented in the standard, fixed by the bye-laws of the district for half-time labour.

(*b*) All scholars presented in Standard 3, and upwards.

(*c*) Any child, whether a scholar in the school or not, who desires to pass in either of the standards fixed by the bye-laws of the district, for total or partial exemption from attendance at school.

(*d*) In Standards 1 and 2 (unless either of these is the standard for half-time labour) such a number of scholars as will enable him to estimate the quality of the instruction in each of the three elementary subjects.

16. A 7th Standard is introduced. (*See* Examination Schedule annexed hereto.)

17. If any scholar over ten years of age is, after the 1st of April, 1883, presented in the 1st or 2nd Standard, the passes made by such scholar will not be reckoned in calculating the percentage of passes for the purpose of a grant.

Class Subjects.

18. A school will be regarded as made up of two divisions—

In the lower division—Standards 1—4.
In the upper division—Standards 5 and upwards.

19. Two class subjects may be taken up in each division.

20. English (grammar and recitation), geography (including physical geography), and elementary science, will alone be recognised as class subjects in the lower division.

21. If only one class subject is taken, in the lower division, it shall be English; if two are taken the second shall be either geography or elementary science.

22. History.—One of the reading books in use in each standard, from the 3rd upwards, must be an historical reading book, adapted to the ages of the scholars in the standard.

23. The upper division may take, as class subjects, any of the three subjects to which the lower division is restricted, or history, or a specific subject.

24. The grant for class subjects will be made, as now, on the average attendance, and an increased grant will be paid if 20 per cent, of the scholars examined are presented in Standards 4 and upwards.

Specific Subjects.

25. The following will be specific subjects:—

1. Algebra.
2. Euclid.
3. Mechanics.
4. Latin.
5. French.
6. Animal Physiology.
7. Botany.
8. Principles of Agriculture.
9. Domestic Economy.

26. English and physical geography are removed to the category of class subjects. Algebra and Euclid are separated. The principles of agriculture are added to the list of specific subjects.

The principles of agriculture will also be made an optional subject in the course of instruction for,—

1. Pupil teachers.
2. Students in training colleges.

27. These subjects will not be begun before the 5th Standard. The examination, and payments, will be individual.

28. No scholars will be examined in specific subjects, if the percentage of actual to possible passes in the elementary subjects at the previous inspection was less than seventy-five, and no grant will be paid if the same percentage is not reached at the close of the year for which the grant is claimed.

29. Domestic economy will no longer be required to be taken up by girls as a condition of being examined in specific subjects.

Night Schools (Article 22).

30. Grants will no longer be confined to reading, writing, and arithmetic, but will be made also for proficiency in class subjects.

31. Grants will be paid in respect of those children only who, having passed the standard fixed by the bye-laws of their district for total exemption, are under no obligation to attend school, and are not day scholars.

32. The teacher of a night school need not be a layman.

Teachers.

33. The special grants to pupil teachers for proficiency at their annual examinations will be continued.

34. Not more than three pupil teachers will be allowed in any school or department, whatever number of certificated teachers may be employed in it.

35. Stipendiary monitors will no longer be recognised. Candidates for engagement as pupil teachers will be required to pass in Standard 5 or 6, with some elementary knowledge of grammar and geography.

36. In calculating the staff of a school, an assistant teacher will count as sufficient for sixty scholars, instead of eighty as heretofore.

37. No teacher examined at, or after, Christmas, 1882, will be allowed to have pupil teachers who have not passed in the papers for the second year. A candidate who takes first year's papers will not obtain a certificate above the third class. He will be allowed to be re-examined in second year's papers, until he obtains a higher certificate, but not more than once every three years.

38. The annual entries made by the inspectors on teachers' certificates will be discontinued, after they have been raised to the first class. To enable a teacher to present to school managers, who wish to employ him, a record of his services after he has reached the first class, he will be entitled to claim, from the managers of his school, a certified copy of the inspector's yearly report, when it is entered in the log book.

39. Graduates of any university in the United Kingdom, and women who have passed certain of the higher examinations held by the universities, may be recognised as assistant teachers, and will be admissible to examination for certificates, after serving as assistants for one year in a school under inspection, if the inspector reports favourably of their skill in teaching reading and needlework (women).

40. Certificates will no longer be granted without examination, under Article 59 of the Code.

41. No certificate will be cancelled, suspended, or reduced, until the Department has informed the teacher of the charges against him, and has given him an opportunity of explanation.

Miscellaneous.

42. Honour certificates, and the payment of the fees of children, who hold such certificates, will be discontinued.

43. The production of a child's school book will no longer be required as a condition of the payment of annual grants.

F. R. SANDFORD.

Education Department, 5th August, 1881.

Standards of Examination in Elementary and Class Subjects.

ARTICLE 28.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
*Reading	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a passage from an advanced reading book, or from stories from English history.	To read a few lines of poetry or prose, from a reading book, or History of England, used in the school.	To read a passage from some standard author, or from a History of England.	To read a passage from one of Shakespeare's historical plays, or from a History of England.	To read a passage from Shakespeare or Milton, or from a History of England.
†Writing	Copy in manuscript characters a line of print, and write from dictation ten easy words, commencing with capital letters. Copy books (large hand) to be shown.	A passage of not more than three lines, from the same book, slowly read once, and then dictated word by word. Copy books (large and half text hand) to be shown.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy books (capitals and figures, large and small hand) to be shown.	Eight lines of poetry or prose, slowly read once, and then dictated. Copy books to be shown.	Writing from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Copy books to be shown. (N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition).	A short theme or letter on an easy subject; spelling, handwriting, and composition to be considered. Copy books and exercise books to be shown.	A theme or letter. Composition, spelling, and handwriting to be considered. Note books and exercise books to be shown.
††Arithmetic ..	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table and the pence table to £1.	The former rules, with long division. Addition and subtraction of money.	Compound rules (money) and reduction of common weights and measures.§	Practice, bills of parcels, and rule of three by the method of unity. Addition and subtraction of proper fractions, with denominators not exceeding 20.	Fractions, vulgar and decimal; proportion and interest.	Averages, percentages, discount and stocks.

* Reading with intelligence will be required in all the standards, and increased fluency and expression in successive years. Three sets of reading books should be provided in each standard; of which, after Standard II., one should relate to English History. The Inspector may examine from any of these books. The intelligence of the reading may be tested partly by questions on the meaning of what is read.

† The writing and arithmetic of Standards I. and II. may be on slates or paper, at the discretion of the managers; in Standard III. and upwards it must be on paper.

‡ The work of girls will be judged more leniently than that of boys, and the Inspector may examine scholars in the work of any standard lower than that in which they are presented, and in mental arithmetic suitable to their respective standards. The object of the exercise in mental arithmetic is to encourage dexterity and correctness in computation; and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have to be worked out in writing in the following year. Such exercises should, from the first, deal with concrete as well as with abstract numbers.

§ The "weights and measures" should be such only as are really useful; *e.g.*, avoirdupois weight, long measure, liquid measure, time measure, square and cubical measure, and any measure connected with the industrial occupations of the district in which the school is situated.

Article 28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.
English	To learn by heart 20 lines of simple verse, and to know their meaning.	To learn by heart 40 lines of poetry, and to know their meaning.	To recite with intelligence and expression 60 lines of poetry.	To recite 90 lines of poetry, and to explain the words and allusions	To recite 100 lines from some standard poet, and to explain the words and allusions.	To recite 150 lines from Shakespeare or Milton, and to explain the words and allusions.	To recite 200 lines from Shakespeare or Milton, and to explain the words and allusions.
		To point out nouns and verbs.	To point out nouns, verbs, adjectives, adverbs, and personal pronouns, and to form simple sentences containing them.	To parse simple sentences, and to illustrate the use of each of the parts of speech.	To parse and analyse simple sentences, and to know the method of forming English nouns, adjectives, and verbs from each other.	To parse and analyse complex sentences, and to know the meaning and use of Latin prefixes in the formation of English words.	To analyse sentences, and to know prefixes and terminations generally.
II. Geography..	The meaning and use of the map. A plan of the school and playground. The four cardinal points.	The size and shape of the world. Geographical terms simply explained, and illustrated by reference to the map of England. Physical geography of hills and rivers.	Physical and political geography of England, with special knowledge of the district in which the school is situated.	Physical and political geography of the British Isles, British N. America and Australasia, with knowledge of their productions.	Geography of Europe, physical and political. Latitude and longitude. Day and night. The seasons.	Geography of the world generally. Interchange of productions. Circumstances which determine climate.	The ocean. Currents and tides. General arrangement of the planetary system. The phases of the moon.
					[In Standards V., VI., and VII. maps and diagrams may be required to illustrate the answers given.]		
III. Elementary Science ..... A course of simple lessons on..	Animals and common objects.	The colours and shapes of familiar objects; the uses of common substances employed in the arts and manufactures: and the habits of domestic animals.	(*a*) Animals and plants, *or*, (*b*) Some simple machines, *or*, (*c*) The properties of air and water;	(*a*) General comparison of the chief classes of quadrupeds, *or*, (*b*) The processes employed in one of the chief industries in England (of which agriculture may be reckoned for this purpose as one), *or*, (*c*) Light and heat.	(*a*) General comparison of the chief divisions of the animal kingdom, *or*, (*b*) The processes employed in two of the chief industries of England (of which agriculture may be reckoned for this purpose as one), *or*, (*c*) Gravitation, weight, and specific gravities.	(*a*) Distribution of plants and animals, *or*, (*b*) The common pump, barometer and thermometer, pulleys and levers, *or*, (*c*) The laws of motion.	(*a*) The races of mankind, *or*, (*b*) The construction of the steam engine, and its applications to agriculture or manufactures, *or*, (*c*) Some of the ordinary chemical combinations of frequent occurrence in nature.

* The children in Standards V., VI., and VII. may, if grouped together for teaching, be examined in one or two groups, and each such group may be examined in the subjects fixed by the Schedule for any one of the standards included in it, provided that the subjects chosen for the examination of each group shall follow one another in regular order from year to year.

If any other class subjects are taken for the examination in Standard V. and upwards, a graduated scheme of teaching them must be submitted to the Inspector, and approved by him at the previous inspection.

Needlework Schedule.

Girls' and Infants' Departments.—Below Standard I.

Boys and Girls.

Needle drill.—Position drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz.:—1. Black. 2. Red. 3. Blue.

Knitting-pin drill.

A strip knitted (15 inches by 3 inches) in cotton *or wool.*

Standard I.

1. Hemming, simple *or counter*, seaming, felling, *plaiting.* Any garment which can be completed by the above stitches, *e.g.*, a child's plain shift or pinafore.

2. Knitting. Two needles, plain and purled, *e.g.*, a strip on which to teach darning in girl's upper standards, or a comforter or muffatee.

Standard II.

1. The work of the previous standard with greater skill, and sewing on strings. Garment, an apron, pinafore, or plain shift plaited into a band.

2. Knitting. Four needles, plain and purled, *e.g.*, wristlets or muffatees.

Standard III.

1. The work of the previous standards with greater skill, and in addition, stitching. Garment, a shift or apron plaited into a stitched band.

Herring-bone stitch. The stitch only on coarse canvas (cheese cloth) or flannel.

Darning simple.
Marking simple. } On cheese cloth or calico.

2. Knitting. Four needles, *e.g.*, a sock.

Standard IV.

1. The work of the previous standards with greater skill, and in addition, gathering, stroking, setting-in, *herring-bone*, marking, button-hole, sewing on button. Garment, a plain night shirt, night gown, petticoat, or child's frock, either in calico, coloured shirting, or flannel.

2. Darning plain (as for thin places), in stocking web material and woven fabric.

3. Knitting. Four needles, a man's sock or girl's stocking.

Standard V.

1. The work of the previous standards with greater skill, and in addition, tuck run. Garment, a nightgown or child's frock.

2. Knitting. Four needles, a knickerbocker stocking.

3. Darning, simple, and a hole in stocking-web material.

4. Patching in calico and flannel.

5. Cutting out any garment such as a child in Standard III. can make up.

Standards VI. and VII.

1. The work of the previous standards with greater skill, and whip-stitch, setting-on frill, *knotting*, coral stitch (feather stitch). Garment, a night dress with frill, or baby's robe, or child's fancy pinafore.

2. Darning, plain and Swiss, and grafting on stocking web material.

3. Patching and darning on woven fabrics, *e.g.*, calico, flannel, serge, &c.

4. Knitting. Four needles, a long stocking with heel thickened.

5. Cutting out any under-garment suitable for making up in Standard IV.

Notes.

1. The work printed in *italics* is optional.

2. Boys below seven, in infant departments, must do the same work as the girls.

3. Counter-hem is not necessary where seaming can be done.

4. Garments must be shown in each stage, but not necessarily those specified in this schedule, which are mentioned merely as examples. They must be presented in the same condition as when completed by the scholars.

5. A garment made by more than one child may be presented, provided that as many garments are shown as there are girls examined.

6. Girls should fix their own work in the earlier stages, and must do so in the fourth and higher stages.

Pupil-Teachers (Girls).

Pupil-teachers of the first year will be expected to work well, and to be able to teach all that is required in the first three standards, and to advance a standard in each successive year of their engagement. Some further special work will hereafter be prescribed for pupil-teachers in each year.

QUALIFICATIONS AND CERTIFICATES OF PUPIL TEACHERS AT ADMISSION AND DURING THEIR ENGAGEMENT.

Candidates for Pupil Teacherships must be not less than fourteen years of age, must be presented to the Inspector on the day of the school examination, and must pass satisfactorily in the 5th or 6th Standard, and in the elements of Grammar and Geography. They must produce Medical Certificates that they are not subject to any infirmity likely to interfere with their duties as teachers; and also certificates from the Managers of the School of good conduct and character. Similar certificates of health will be required at the end of the second year, and certificates of conduct and character at the end of each successive year.‡

	3. READING AND REPETITION.	4. ENGLISH GRAMMAR AND COMPOSITION.	5. ARITHMETIC AND MATHEMATICS.*		6. GEOGRAPHY.†	7. HISTORY.†	8. TEACHING.
			Boys.	Girls.			
End of First Year	To read with fluency, ease, and just expression, and to repeat 50 lines of poetry. N.B.—The passages for repetition must be of a secular charcter, and taken from some standard English writer approved by H.M. Inspector. The meaning and allusions, if well known, will atone for deficiencies of memory.	Parsing and analysis of simple sentences. with knowledge of the ordinary terminations of English words. Writing from memory the substance of a passage of simple prose read with ordinary quickness.	Vulgar and decimal fractions, with their applications.	Practice, tradesmen's and household accounts. Measures and multiples, with addition and subtraction of vulgar fractions.	The British Islands, Australia, and British North America. Physical geography of mountains and rivers. (Maps to be drawn in this and the following years.)	Outlines of British History, from Julius Cæsar to the Norman Conquest.	To conduct a class in reading, writing, or arithmetic.
End of Second Year	To read as above, and to recite 80 lines of poetry, with knowledge of meanings and allusions.	Parsing and analysis of sentences, with knowledge of the chief Latin prefixes and terminations. Paraphrase of a short passage of poetry.	Proportion, with its applications to interest, averages, percentages, and stocks. Geometry to Prop. XXVI. of Euclid, Book I.	Vulgar fractions, with their applications to money, weights and measures. Reduction of vulgar fractions to decimals.	Europe and British India. Climate and productions of the British possessions.	From the Conquest to the accession of the Stuarts.	To conduct a class in reading, writing, or mental arithmetic (in an infant school on form, colour, number, or some familiar object).

N.B.—In all the subjects questions may be given on the work of the previous years.

* The papers on arithmetic may contain questions requiring the reasons of the several rules to be explained and demonstrated as to a class of scholars.

† Pupil teachers may take the geography and history in any order which may be most convenient to the principal teacher in instructing them, provided that the requirements of all four years are fulfilled during the term of their engagement.

QUALIFICATIONS AND CERTIFICATES OF PUPIL TEACHERS.—*Continued.*

	3. READING AND REPETITION.	4. ENGLISH GRAMMAR AND REPETITION.	5. ARITHMETIC AND MATHEMATICS.*		6. GEOGRAPHY.†	7. HISTORY.†	8. TEACHING.
			Boys.	Girls.			
End of Third Year.....	To read as above, and to recite 100 lines of poetry, with knowledge of meanings and allusions.	Parsing, analysis, and paraphrase of complex sentences. Prefixes and affixes generally. Knowledge of the simple tests by which English words may be distinguished from those of foreign origin.	Arithmetic, generally including the extraction of the square root, mensuration of triangles and parallelograms. Euclid, Book I. Algebra to simple equations (inclusive).	Decimals and simple proportion.	Asia and Africa. Latitude and longitude. Winds and tides.	From the accession of the Stuarts to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), and to prepare notes of a lesson.
End of Fourth Year.....	To read as above, and to recite 100 lines of Shakespeare or Milton with clearness and force, and knowledge of meanings and allusions.	Fuller knowledge of grammar and analysis, and of the common Latin roots of English words. Outline of the history of the language and literature.	Arithmetic, Euclid, Book II. Mensuration of plane surfaces. Algebra to quadratic equations (inclusive).	Application of fractions and proportion to interest, discount, percentages, averages, and stocks.	The world generally. The seasons, the sun, moon, and planetary system.	The same period in fuller detail.	To give a collective or class lesson on any subject taught in the school. To prepare notes of a lesson.

N.B.—In all the subjects questions may be given on the work of the previous years.

* The papers on arithmetic may contain questions requiring the reasons of the several rules, to be explained and demonstrated as to a class of scholars.

† Pupil teachers may take the geography and history in any order which may be most convenient to the principal teacher in instructing them, provided that the requirements of all four years are fulfilled during the term of their engagement.

‡ On the occasion of H.M. inspector's visit to the school, pupil teachers must be prepared to afford evidence of their skill in teaching needlework, by a lesson given in his presence.

N.B. Columns 9 (Additional Subjects), 10 (Drawing), and 11 (Music) will remain as at present, except that in column 9 the Principles of Agriculture will be added to the list of additional subjects, in which pupil teachers may be presented at the May examinations of the Science and Art Department.

The National Schoolmaster.

SUMMARY.

THE Trades Union Congress, at their recent meeting, again complained of the lessons on Political Economy, written by the late Archbishop Whateley, which are to be found in the old series of National Society's Reading Books. One of these lessons contains some strong remarks on the morality of the proceedings of the Trades Unions. It will be remembered that a deputation from this body waited upon the Archbishop of Canterbury last year, and that his grace undertook, on behalf of the society, that no more copies of the book should be issued, and went on to say that an entirely different series of reading books was in course of preparation by the society. It appears, however, that this does not satisfy these extremely sensitive persons. What they would seem to require is that the society should send an agent to every school in the kingdom to search for, and buy up every copy of the obnoxious book. They have discovered that it is still in use in some schools, and hence the fresh outburst of their anger.

At the meeting of the Executive Committee of the National Union, on September 16th, a statement of accounts was read, and the treasurer said that "the Union had now borrowed about £80 from the Reserve Fund as against about £36 this time last year. Some large cheques would have to be drawn in the course of the next month. He hoped the associations would send up their subscriptions as early as possible, or the Executive could not pay the salary of the secretary at the time it would be due."

The following extracts from the Parliamentary and Law Committee deal with the subject of a Compulsory Annuity Fund for teachers:—

The Parliamentary and Law Committee, at their meeting on September 7th, resumed the discussion on the practicability of forming a Compulsory Annuity Fund.

The paper placed in the hands of members by the secretary prior to the previous meeting was considered, and after a long discussion it was agreed that a letter should be addressed to Mr. Mundella informing him that the committee have considered with much care his allusions to the formation of a General Annuity Fund made in his remarks to the deputation from the Union on November 27th, 1880, and at the meeting of the British and Foreign School Society; that the committee see there would be a clear public advantage in securing the retirement at the proper time of worn-out teachers; and asking whether Government would be disposed to contribute something to secure this public advantage, and, if so, to what extent, and under what control.

It was also agreed that the secretary should prepare a draft of the letter and submit it to the next meeting of the committee.

The secretary submitted to the committee a paper respecting the formation of a Compulsory Annuity Fund for teachers, copies of which had been previously sent to the committee. The paper raised the general question whether it is desirable to establish a scheme in conjunction with the Government, and pointed out the advantages and disadvantages attaching to such a scheme. It also dealt with the control of the fund, and gave a brief epitome of the schemes already proposed. Owing to the importance of the subject, it was agreed to adjourn its consideration and to place it first on the agenda for the next meeting.

On Monday, September 19th, there was a meeting in York in aid of the National Society for the Education of the Poor. The Dean of York presided, and in his remarks, urged the importance of not separating religion from education.

The tendency of the present day was to separate that which he held should be indissoluble—religion from education—and to establish a system of mere instruction, and to fancy that, in that way, the end they had in view would be promoted. Well, that had been tried. It was not a matter of speculation which had yet to be answered. A few days ago he cut out of the *Times* a paragraph relating to divorce and the drinking habits in Switzerland. Now, he believed that Switzerland was a country in which the sort of education he had just alluded to had been promoted. It was seen that the spread of divorce in Switzerland was something very remarkable. It had come to this, that a divorce could be obtained on the simple application of a married couple; and it was becoming quite common for people to marry on the understanding that, if after a trial of a few months, or a year or two, they grew tired of each other, they should make a joint application for the dissolution of their bonds. Then they were also told that Berne, where divorces were relatively rare, was notoriously one of the hardest drinking cantons. This much was very significant, that "in some of the cantons divorces were relatively few, not because the people were more sober, but because they were Catholic." This showed them that where mere instruction failed to keep the people moral, religious instruction succeeded. As to those who thought that they had a purer and higher faith than those who were described in the paragraph under the term of Catholics, surely it was for them to feel that it was in promoting the religious element of education that the real stability and welfare of society were promoted.

We see from the cases daily reported in the newspapers that the compulsory clauses of the Education Act are gradually getting to work more smoothly. We give below a case where the magistrate very cleverly turned the tables upon a "parent" who was pleading poverty, as the reason for keeping her child away from school.

At the Lambeth Police Court, a respectably-dressed woman, whose bonnet was somewhat profusely decorated with flowers, appeared before Mr. Ellison to a summons taken out against her by the School Board authorities for not sending her boy to

school.—Mr. Ellison (to defendant): What have you to say to this?—The defendant: My husband left me, after selling all my jewellery and other things, and I have been without means to send the child.—Mr. Ellison: That would have nothing to do with it. If you could not pay the school fees the committee would release you from them. —The defendant: But the child was without boots.—Mr. Ellison: That has nothing to do with it, for boots would be found for the child.—The defendant: I could not afford to buy boots for him.—Mr. Ellison (warmly): It would have been as well if you had bought boots for him instead of the fine bonnet you are wearing.—The defendant: That bonnet was paid for by my mother, who has also to keep me in food. —Mr. Ellison: You appear to manage to put fine clothes on your own back, and care not whether your child is educated or not. If you had been summoned before I would have inflicted the full penalty. You will pay a fine of 5s., and I advise you to send the child to school, or you will get into further trouble.

The Education Department have sent the following letter to the clerk of the Norwich Board, in answer to one from the majority of that body desiring their Lordships to declare them a board in default, so as to necesitate a new election. The members have refused to act with the vice-chairman, owing to his conduct in relation to the purchase of some land as a site for a board school. The accompanying comment is from the *School Board Chronicle*:—

Sir,—I have the honour to acknowledge the receipt of your letter of the 6th instant.

I am directed to state that my Lords understand from your letter of the 6th instant, enclosing a copy of a letter from the chairman of the same date, that your board refuse henceforth to act within the meaning of Section 32 of the Elementary Education Act, 1870; and this being so, my Lords propose to act under Section 36 of the same Act, and to order a new election of the whole board.

I am to request that you will summon a meeting of your board, and send a reply at your earliest convenience.—I have the honour to be, sir, your obedient servant,

(Signed) A. T. Corry.

Education Department, September 12th, 1881.

"The next meeting of the board, according to present arrangements, will be on the 7th of October, and the above letter will not be considered until that date, unless in the meantime the clerk be requested by three members to summon an extraordinary meeting. It is improbable that this will be done, and the question will, therefore, remain in abeyance till the next ordinary meeting of the board."

At the first meeting of the Executive Committee of the National Union after the recess, Mr. T. R. Langler, president, delivered an address touching upon several matters of present interest. He remarked that he understood that suggestions for the amendment of the New Proposals, to be available, should be offered before the middle of November.

When we were about to separate in July, there was expressed a fear that it might be needful to meet during the recess to consider the promised minutes of the Committee of Council on Education as soon as issued. But no such occasion has arisen, inasmuch as the "Proposals" now in our hands are offered for the full and free criticism of all who are interested in the education of the nation. No contingency has required an extraordinary meeting. But for the full discussion of the basis or bases of the New Code there must be much devotion and self-sacrifice, if it is to be done within the limits of the time allowed. I understand that, to be available, our suggestions should be offered before the middle of November, and, if possible, at a still earlier date. We have every encouragement to undertake this work from the character of the "Proposals" themselves, inasmuch as they largely embody the

recommendations presented by the Executive last year. The Lord President of the Council, in his speech in the House of Lords, acknowledged "the assistance that had been received in the consideration of these changes from those who probably knew most of the working of the Code—namely, the schoolmasters;" and I am quite sure that whilst the teachers of the country will wait with anxiety for the financial part of the scheme—its necessary complement—the changes which they consider to tend to promote the more effective education of the country will "be accepted willingly and with pleasure." The press generally seems to regard the scheme as a "great stride in advance;" but, if I may venture a word of counsel, it is, that we express no opinion on these important "Proposals" until we have examined their relation one to another, and have estimated their general total effect. In all arrangements of so extensive a character there will be some cases in which this operation will be, for a time at least, disadvantageous; but I trust the Executive or the Code Committee will direct the attention of the associations to certain general principles, so that as little time as possible shall be spent in discussing mere matters of detail.

Mr. Langler was at first inclined to welcome the proposition for the admission of graduates to the ranks of elementary teachers, as tending to "the unification of the profession;" but upon consideration, he doubts if one year's training will be sufficient to prepare them for the position of master of a school.

Those of us who were at school work before Codes were invented, will view with pleasure the apparent return to something like the spirit which pervaded the instructions to inspectors in the earlier days. We sympathise with the evident desire to discover and adopt a true educational basis. The Vice-President of the Council declares that his purpose is "to raise the status of the teacher;" and we most cordially accept his assurance on this point. When I heard him announce in the House of Commons that one of the "Proposals" would encourage men from the universities to enter our profession, whilst another would exclude incompetent persons too long admitted under Art. 59, my first thought was that the time for the unification of the profession was close at hand; and I cordially welcomed the idea. I thought that the general public would then adopt the opinions of the great and wise, and look upon elementary teaching in our common schools as a highly honourable vocation. The admission of graduates, says the Vice-President, "will bring up the whole profession, and raise the tone of the teachers of the elementary schools by the qualifications which these teachers will possess." I am not about to act contrary to my own advice, and attempt to prejudge this most important question; but you will allow me to say that a *mere graduate* is not necessarily a man of superior culture, and even *residence* at a university is not a certain guarantee of high character. The applicants for admission into our elementary schools will not often be senior wranglers; they will include very few of the "130 men" on the Lord President's list who "have taken first-class university honours." And it may be fairly questioned whether the annual addition of a "wooden spoon" or of many of his associates among the *junior optimes* will tend more to the advantage of public elementary schools than the special encouragement which might be given to first-class pupil-teachers to obtain a degree. One year's training and experience, I think, will hardly suffice for such university men in the majority of cases. It is true that they will stand in the same category as "acting teachers;" but these are now, for the most part, ex-pupil-teachers. Still any proposal which tends to effect the real improvement of education through its agents will doubtless meet with our cordial welcome.

Mr. Langler has much pleasure in saying that he was called in by the Vice-President to consider the new proposals before they were laid on the tables of the Houses of Parliament, but he cannot say to what extent his criticisms affected the final shape in which they were cast.

The Executive will observe that, in the "Proposals" for the revision of the Code the recommendations of the Union have been allowed a large share of influence. I have much pleasure in stating, for the information of the Executive, that, at

Mr. Mundella's request, I had a private interview with that gentleman before the "Proposals" were finally cast in their present form, and carefully went over the principal items of the Government scheme. I cannot say to what extent my criticisms affected the final "Proposals" of the Department; but I think it right to acknowledge the evident desire of the Vice-President to give due weight to practical views. Immediately after the debate I drew up a circular on the subject, and sent copies to each local association, together with four copies of the "Proposals." Copies have also been forwarded to the members of the Executive. The circular indicated generally the suggestions of the Union which have been practically adopted by the Department; but there are other minor points in which the influence of past discussions, and past work on the part of the Executive, has borne fruit. I have not yet been able to compare accurately the changes in the schedules; but the needlework approaches very closely to that recommended by the Union.

REVIEWS.

Langton's Examples in Arithmetic. By J. Langton, M.A. London: Thomas Murby. Standards V. and VI.

These little books contain plenty of exercises in the fifth and sixth standards of the existing Code. They are constructed with judgment, and excellently graduated in point of difficulty.

Notes on Exodus. By S. Fleming. London: Thomas Laurie.

To students who have the Book of Exodus as a special biblical subject to get up, we can with confidence recommend this little work. Mr. Fleming has referred to the best authorities, and has made good use of them. He goes through the book *seriatim*, chapter by chapter, and frequently quotes from Dr. Smith's Dictionary, the Speaker's Commentary, and other sources.

Sharple's Arithmetical Test Cards, Standard VI. Manchester: John Heywood.

We have here 36 cards, each card containing six questions on the rules required for Standard VI., with a card of answers. The questions given on each card include examples of all the arithmetical rules for Standard VI., and every conceivable variety of form and difficulty is provided for. We are glad to see that the answers are printed on stiff cardboard, instead of the light paper which is sometimes used for this purpose.

Handbook of Anatomy for Artists. By J. A. Wheeler. New Edition. J. Heywood, London and Manchester.

We are informed in the preface that this little work has been issued as "an Illustrated Pocket Handbook of the bones and principal muscles of the human figure, arranged in a way suitable for the most easy reference, and thus to be particularly convenient for them while actually engaged in drawing." The hand-book consists of eleven plates, clearly drawn and lettered, with accompanying descriptions. A work of this kind, of convenient size and weight, must be very useful for artists when drawing any part of the human figure, and may save them from perpetrating many scientific blunders, which effectually spoil the most carefully executed artistic performance.

Silver Bells, Nos. 1 to 4. May Blossoms, No. 1. Edited and arranged by W. M. Miller.

These four Nos. contain altogether more than 130 songs in two-part harmony, with the Tonic Sol-fa Notation. A teacher would have no difficulty in making a suitable selection from such a number as this, for the songs to be taught the children in any school year. The "May Blossoms" are songs of a religious and moral character, whereas in the "Silver Bells," many of Moore's Irish Melodies, and Burns's songs find a place.

The Paragon Test Cards. By David Clark. Standard III. London: T. Murby.

THIS packet contains 40 cards, each containing five questions, together with three copies of answers. The distinctive features of these cards are that "each card contains a specimen of every Rule of the Standard," and every fourth or fifth card "gives a repetition of one or other feature of its own standard in a somewhat altered form." Mr. Clark has also done well not to make the cards too difficult, but has provided that each card "contains a certain amount of straightforward work, which every scholar of reasonable capacity and proficiency should be able to work."

The Outline of Paley's Evidences of Christianity. By the R. O. Thomas. London: T. Murby.

MR. THOMAS gives here a very perspicuous outline of Paley's argument, and his work will be of great use to students who have to prepare the "Evidences" for examination. It is not his fault that the original work no longer meets the direct points of the attack which the scientific atheists are now making against Christianity. The sincerity of the Apostles and early Christians is no longer questioned; the morality of the gospel is effusively admitted; the grandeur of the character of Jesus is depicted by M. Rênan in terms more eloquent than those employed by any Christian writer. The greater part of Paley's Evidences is therefore useless as meeting the present point of attack. At the same time, a student will add considerably to his knowledge by acquiring and digesting what Paley so well put together to meet the objections against Christianity brought by Voltaire and his school.

The Pictorial Atlas of Nature: Men, Animals, and Plants of all Quarters of the Globe. Edited by H. W. Dulcken, Ph. D. London. Ward, Lock, & Co.

WE have here fifteen large sheets of engravings, including 500 separate groups, illustrating the different varieties of men, animals, and plants found in all quarters of the globe. In the first sheet, for instance, there are thirteen groups of illustrations, representing Turks, Spaniards, Italians, Russians, Tartars, Greeks, Caucasians, &c. In the centre of the sheet there is a quantity of letterpress, containing a description in words of the different nations. The account of the gipsies is very interesting. Sheets II. and III. deal with the animals and plants of Europe. The illustrations are capitally drawn, and the explanatory remarks are drawn up in a very engaging manner. In the same way, we have three sheets of engravings devoted to the men, animals, and plants of Asia, Africa, America, and Australasia. We need hardly say how very attractive such a book as this will prove in every household where children are found. It would be a good plan if the publishers would issue the sheets in sets, pasted on calico, or cardboard, so as to be more available for class teaching in schools. Whether as regards the engravings, or the letterpress describing them, we are able to give unqualified praise to this admirable work.

A Complete Course of English Grammar and Analysis. By David Campbell. London: Thomas Laurie.

WE can recommend this little manual as a good *working* grammar of the English language. Mr. Campbell combines in his exposition grammar and analysis, which may be a good method in the hands of a capable teacher. He gives abundant material for exercise, many of the extracts being from poetical pieces of a high value. There is a valuable series of examples of "bad or ambiguous English," which the pupil is set to correct, the sentences being for the most part taken from standard authors, and many of them from the authorised version of the scriptures. Among them is the line from Milton, "He trusted to have equalled the most High," which Cobbett very well proves in his grammar should be, "to equal," not "to have equalled." At the end of the work is a very useful "synopsis of the principles of English grammar, in the form of tables," concerning the utility of which Mr. Campbell quotes a passage from a speech of Mr. E. Grant-Duff, M.P., recommending, until a student is very far advanced, a grammar of five-and-twenty pages as "quite enough, and infinitely more useful than a bigger one."

Alfred the Great and William the Conqueror. By F. York Powell, M.A. London: Longmans, Green, & Co.

Mr. York Powell here gives in very simple language the chief incidents in the lives of Alfred the Great and William the Conqueror. The lives are well divided into convenient paragraphs, each with a heading in black type, and the work is rendered more attractive by a number of woodcuts referring to the life of the period, and several sketch maps. The large type in which the book is printed, and the simple language adapted by the writer, combine to make this work a capital reading-book of English History for young children.

Domestic Economy for Schools. By J. Milner Fothergill, M.D. London: W. Isbister.

This little book is drawn up in a very clear and simple manner, and the author displays sound sense in its construction. The first part of the work is on "Clothing and Washing." Dr. Fothergill remarks that linen is tougher than cotton, but it is so cold that sheets are usually made of cotton instead. He explains the mysteries of washing and mending in a very perspicuous manner. Here is a little anecdote worth quoting—

"I can't think why these marks have not come out; I rubbed them and boiled them" said a young servant to her mistress. "Did the copper boil when you put them in?" asked the lady. "Oh, yes ma'am," replied the girl. "Ah!" said her mistress, "the boiling water has fixed the marks, and I doubt if you will ever get them out now." So you see the copper must be cool when putting in the clothes.

Section II., which treats of good, is of great interest and value. Dr. Fothergill seems to be of the same opinion as Dr. Richardson on alcoholic liquors. He remarks concerning them, "they often do much harm, and it is doubtful if they ever do any good." He also points out that beef tea which is supposed to be the most nourishing thing in the world, as regards food-value ranks very low, and that a person would soon starve on beef tea alone. He speaks highly of the value of milk. While praising stews that are made slowly from fresh meat, he condemns strongly the common practice of hashing up cold meat. Such a hash, he says, "is only digestible by the strongest digestive organs," a fact that the experience of most people will abundantly bear out. We think we have said enough concerning this little volume to show that it is excellently adapted as a manual of domestic economy for schools.

THE NEW PROPOSALS FROM A TEACHER'S POINT OF VIEW.

WE would urge upon all teachers the paramount necessity of making their voices heard within the next two or three months, on the subject of the New Revison of the Code. They will commit a fatal mistake if they depend on their natural leaders, the members of the Executive Committee of the National Union. Mr. Mundella has made a strong bid for their support, and, human nature being what it is, it would be unreasonable for us to expect that they will reject the bait, and act in the interests of their humbler brethren. The fact is, Mr. Mundella has offered to make these gentlemen Her Majesty's Inspectors if his scheme of revision is carried into effect. If these proposals are accepted, inspectorships will be offered to certain of the Executive Committee; if these proposals are rejected, the brilliant vision will dissolve into thin air. In fact, Mr. Mundella has contrived to make matters pleasant all round; but he has been too oblivious of the ancient

proverb, that it is in vain to spread the net in sight of any bird. The members of the Executive Committee are to be made inspectors; the clergy are to be allowed to earn a grant in the night school; School Boards, who spend a great deal of money on their schools, are to be allowed an extra grant for excellent results. At present, the managers of denominational schools are letting Mr. Mundella know that his new scheme does not satisfy them, and it will be in the teeth of their opposition if it passes into law. But what does Mr. Mundella care about that? The denominational party would eject him from his seat at Sheffield, if it could; it would bring his official position to a close to-morrow, if it had the power. Mr. Mundella will take great care to be extremely courteous to the denominational party, and even effusively cordial to them if they accept his propositions; that is all. If he can win over the school boards and the schoolmasters, he will feel able to bear down any opposition from the managers of voluntary schools. But if this New Code, in its operation, makes it difficult for denominational schools to carry on their work, the great majority of the teachers are bound to suffer grievous loss and hardship. There are 14,181 voluntary schools against 3,433 board schools, and if this New Code will diminish the grant to the 14,000 odd schools, it is impossible but the teachers will suffer. Lord Spencer, to use a common phrase, rather let the cat out of the bag, when, referring to the schoolmasters, he "hoped the changes would be accepted willingly and with pleasure by that important body." It was the opposition of the teachers that branded Mr. Lowe's Code with a stigma not easily to be effaced; if Mr. Mundella can get them on his side now, his New Code will at least have a fair trial, and may possibly become successful. It is a clever stroke of policy to dazzle the eyes of the leading members of the teachers' body with the offer of inspectorships. But the result will be that the managers of denominational schools will subject the scheme to a fiercer criticism than would otherwise have been the case, and will offer to its objectionable clauses a more uncompromising opposition. Ten years ago teachers and managers were much more united than they are at present, but teachers will not be slow to discover that any withdrawal of support from denominational schools means a reduction in their own stipends, and that while the managers will suffer a *sentimental* loss they will suffer a *direct pecuniary* loss. It will be a matter of little exultation to them, at such a time, to hear that a person accused of falsifying his registers has been allowed the privilege of direct communication with the Department, or that a number of the Executive Committee have been gazetted to sub-inspectorships of schools.

I.—THE NEW PROPOSALS UNDER CRITICISM.

THE "SCHOOL GUARDIAN" ON THEIR PROBABLE EFFECT.

OUR contemporary, the *School Guardian*, does not quite know what to make of the new proposals. "In not a few schools," it writes, "where the grant forms a large part of the managers' finances, the very continuance of the school will depend upon the capability of the new Code to be fitted to existing circumstances." The only advice it can offer to its friends is "to flood the Council office and the press with carefully considered criticisms, until we are all so full of it that nothing more is possible."

In its detailed examination of the new proposals, the *School Guardian* offers "its ungrudging thanks to all who are responsible for the proposed Code." It approves of the abolition of the requirement of the 250 attendances, and is evidently pleased that the parish clergyman is to be allowed to obtain a grant for his own exertions in the night school. The clause, too, which prevents children earning grants for specific subjects before Standard V. has its hearty approval. It regrets, however, to find in the new proposals "the absence of due consideration for the poorest and most neglected children." We are afraid Mr. Mundella would not consider its own recommendations on this matter capable of being acted upon in a practical way. It is more than doubtful whether any Administration will venture to raise a barrier of limitation between classes that may and may not receive aid for their education from the National Exchequer. Many of the larger boards have built higher schools for the education of tradesmen and gentlemen, and in all probability it is in this manner that the problem of middle-class education will be solved. Certainly, there is reason in what our contemporary says, that some indulgence ought to be allowed to struggling schools in poor districts, upon whom the new Code of Mr. Mundella is likely to fall even more heavily than the one now existing.

If it be asked, How can this evil be remedied? the answer is two-fold. (1) A regulation might be made to determine the persons whose children should be eligible for the receipt of grants from the National Exchequer. It cannot be intended that a man, carrying on business in a large retail shop with five or six assistants, and owning the freehold of the house in which he lives, should have his children educated partly at the cost of the taxpayer and partly at that of the ratepayer. And yet we have known several cases of this sort. (2) Her Majesty's Inspectors might be instructed to take into consideration the poverty of parents in judging of the irregular attendance of the children. It must be remembered that, under the present system of compulsion, an external authority, and not the teachers, is responsible for regular attendance. It ought, therefore, to be taken for granted, unless it can be shown to the contrary, that, where great irregularity exists, it arises from causes over which the

teachers and managers have no control. When it is remembered that nearly four millions of children have their names on the registers of Elementary Schools, whilst the average attendance is little more than two millions and three quarters, and that, of these, less than two millions are presented for examination, it will be seen how hard the case of some schools must be. If we suppose that there are one million children who are seldom absent when the school is open, it will follow that, of the remaining three millions, not more than a third have made up the required number of attendances to qualify them for examination; and, under the proposed new Code, they would equally fail to do honour to the school, though allowed to be examined.

With regard to the new plan of the inspectors' examination the *School Guardian*, fears "it will introduce more difficulties than it will cure." Our contemporary finds the same fault with the scheme as we pointed out in our last number. "The only difference," it remarks, "between the present and the proposed system is, that each child examined will be examined for himself and one of his class-mates, whereas at present each child is examined for himself. If he passes, two children pass, if he fails, two children fail. How is the school benefited by this change?"

This is the way in which our contempory thinks the new clause would work :—

We will suppose that in Standard I. or II. there are forty children, whose names have been on the school register for six months. If the teacher might select the twenty to be examined (assuming that the Inspector examines twenty), no doubt he would take care to pick out the best children. The Inspector, however, will no doubt take them at haphazard—perhaps the first, third, and fifth, and so on as they stand in the class. The result will be that almost every teacher, whose children fail to pass a good examination, will lay the blame on the selection, and will be disposed to assert that, if any other children had been chosen, the result would have been different. But, beyond this, in a very poor neighbourhood, the children attend irregularly; many do not appear, upon an average, more than half the times that the school is open. A large proportion of the children to be examined will, probably, not have been actually in school, under instruction, for more than three months. If, out of twenty children examined, six should be in this position, 30 per cent (nearly one-third) of the grant will almost certainly be lost.

Clause 24, which promises an increased grant if 20 per cent of the the children examined are presented in Standard IV., and approved, the *School Guardian* condemns, as a proposal "to give more help to those who do not need it, and to increase the irritation of the managers of poor schools, which most need assistance."

With regard to the admission of graduates as school teachers, our contemporary "would greatly prefer, for the chief posts in elementary schools, teachers trained as our present teachers have been trained, to graduates of the Universities, who have only had the advantage of one year's apprenticeship to the work." In answer to the objection that the graduates will be more competent than the candidates admitted without examination, it is replied that the graduates will compete for the highest posts, whereas the class referred to are content with the lowest positions.

Our contemporary thus sums up the conclusions at which it has arrived on the effect of the new proposals, as regards teaching power on the denominational schools.

It will be seen that all the changes we have been considering would have a tendency to increase the cost of carrying on Elementary Schools. The introduction of graduates as masters, the exclusion of teachers who have not passed an examination, the limitation of the number of pupil-teachers, the requirement of an assistant-teacher for sixty instead of eighty scholars, and the demand for adult teachers for infants, all tend in the same direction; they foreshadow increased payments by managers; and we trust that the Education Department will not make obedience to their proposed requirements difficult and unpalatable by fixing the grant at a sum which will involve additional sacrifices on the part of managers of Voluntary Schools.

In a recent number of the *School Guardian*, Mr. Nunn, of St. Thomas's, Ardwick, criticises in a very pungent manner the new proposals. This is the way in which Mr. Nunn thinks the new scheme will act as reducing the "chance" element in the examinations.

The desire, then, is to eliminate the element of "chance" in determining the grant. Let us see how this proposal will work.

At present there is afixed average attendance grant of 6s. per head, which can be absolutely reckoned upon if the discipline be good, and music be taught by ear.

For all that appears to the contrary, this fixed grant disappears entirely, except that, if singing be taught by ear, schools may reckon upon 6d., and if by note (the test is not given) 1s. per head.

The whole of the fixed average attendance grant appears to merge, together with the individual examination grant, into a compound grant, which may be expressed thus:—Average attendance × per centage of passes on examination day. And is there no element of chance in this latter factor, the per centage of passes? Is it no matter of "chance" whether the scholars or dullards turn up the best on the day of examination; whether the inspector lights upon the quick or the stupid children in Standards I. and II., for examination of these is to be by "sample"? Is it no matter of "chance" whether a local authority has been remiss or strict, during the past six months, in enforcing attendance; whether the population has fluctuated; whether a batch of backward children have presented themselves for admission six months previously? Instead of "chance" being eliminated by the proposed method of assessing the grant, it is increased greatly; except, indeed, we should say that teachers in migratory and poor districts will have "no chance" of success.

If the Department desires to make the grant less a matter of chance the way is easy and open. Let the fixed average grant be increased, and the examination grant be diminished. Let the absurd regulation that requires infants to be "presented" on the day of examination, under pain of forfeiting 10s. per head, though the snow be a foot deep, be abolished; and let the other elements of chance, except the case of an epidemic, be left to be combated by the managers and teachers.

Mr. Nunn sums up his impressions upon the whole of the proposals in the following trenchant sentences:

Such are the grounds upon which the chief of the "Proposals" for the New Code are put forward. They will not bear examination. Neither honesty, fair dealing, with the children, equity, nor economy, in any true sense, will be promoted by the proposed changes. Their result will be to harass teachers, and embarrass managers. It is time that the whole subject should be thoroughly beaten out. Otherwise confusion and disaster must follow. "Look to it, for evil is before you."

THE NATIONAL UNION OF ELEMENTARY TEACHERS ON THE PROPOSALS FOR THE REVISION OF THE CODE.

WE give below the report of the Special Committee appointed by the Executive Committee to examine the new Proposals. Our readers will see that the criticisms of this Committee are of a much more favourable character than those from individuals who have examined the general effects of the Code Proposals. Reference should be made to the text of the Proposals in the September number (pages 209-211), in reading over these comments.

The Committee feel that they cannot express an opinion upon some of the Proposals, until they know the form in which they will appear in the Code, and they now reiterate the statement made in their last report—that the changes of principle then recommended should be considered as parts of one scheme, and that they should stand or fall together.

THE GOVERNMENT PROPOSALS.—The Committee note with satisfaction the numerous points in the "Proposals" which have been suggested in past years by the Union. These include, among others:—

(1) The abolition of the payment on the individual *pass* of each scholar.
(2) The abolition of endorsements on certificates after they are raised to the 1st class.
(3) The raising of the standard for certificates.
(4) The raising of low certificates by re-examination.
(5) The re-organisation and the partial opening by the Inspectorate.
(6) The regulation of the supply of teachers, by the limitation of the number of pupil teachers.
(7) The closing of the bye-entrances to the profession.
(8) The abolition of the Child's School Book.
(9) The simplification of the Needlework Schedule.
(10) The granting of "Means of Appeal."

The Committee regard with satisfaction Proposals 1, 2, 7, 8, 9, 12, 13, 15, (*a*) (*b*) (*c*), 16, 18, 19, 20, 21, 22, 23, 25, 27, 29, 31, 33, 34, 38, 40, 41, and 42, but make no recommendation with respect to Proposals 32, 11, and 15 (*d*).

PROPOSALS 1 and 14.—With respect to these Proposals, the Committee are of opinion that if No. 14 be so modified as to allow of the maximum grant being paid on something less than 100 per cent of the possible passes, and a reasonable allowance be made for dull scholars, the injurious pressure on scholars and teachers will be relieved. They are nevertheless convinced that if the present form of No. 14 be inserted in the Code, the evil results of the old system will be intensified, and that no relief whatever will be accorded either to scholars or teachers. The rage for high per centages now existing in the minds of some managers and teachers will undoubtedly be increased under the present form of No. 14. The Committee desire to re-affirm their opinion that the maximum grant for elementary subjects should be attainable on passing 75 per cent of those possible. The liberty of classification and of teaching, so much to be desired in the interests of education, cannot be secured without the concession now asked for or some greater liberty in respect of the re-presentation of scholars in the same Standard. They also desire to express their satisfaction that the grant for average attendance under Art. 19 (A) is retained, and they recommend for consideration the advisability of enlarging the proportion of grant payable under this Article, and of reducing that payable on the various examinations. They consider that it would be an advantage to make a larger part of the grant

depend upon certain sources, and that only so much money payment should depend on the examinations and other variable conditions as would secure proper attention to the instruction.

The Committee do not press their former proposal for separate grants on Reading, Writing, and Arithmetic. They are of opinion that unless special arrangements are made to meet the case of half-time scholars, the adoption of the average attendance as the basis on which the "knowledge grants" are calculated will entail a pecuniary loss on half-time schools. They therefore recommend that, in view of the special difficulties connected with the management and instruction of half-timers, a higher rate of grant should be paid on all scholars presented under Art. 20.

PROPOSAL 3.—The Committee accept the assurance contained in this clause with satisfaction, but they desire to reiterate their opinion that, as the estimate of the value of education by local authorities in some districts is lamentably low, it would be dangerous to education to transfer to local ratepayers or voluntary contributors the duty of making good any part of the educational grants now paid out of the Central Exchequer. Further, it appears to the Committee that, as the requirements as to staff and the standards of instruction are higher under the Proposals than heretofore, a good reason might be shown for an increased grant.

PROPOSAL 4.—The Committee believe that the teaching of Music would be more effectually encouraged if the subject were placed in the list of specific subjects.

PROPOSAL 5.—(Needlework).—The Committee consider that the requirements of this Schedule are still beyond the needs of Infants' and Girls' Schools. The higher Standards contain much useless work, and the Schedule is practically unsuitable for Half-time and Mixed Schools. The Committee further advise that no pressure should be put upon Infants under six years of age, by imposing specific requirements in needlework; nor do they think it advisable to compel the Boys to learn it when they cease to carry it beyond seven years of age.

PROPOSAL 6.—(Special Merit Clause).—The Committee are generally of opinion that this clause is advantageous in so far as it recognises the higher qualities and work of a teacher, but that a danger may arise from the "pitting" of one school against another. It is hoped that the power placed in the hands of Inspectors under this and other clauses will be properly regulated by the Department, and that some appeal from the decisions of Inspectors may be given both to Managers and Teachers.

PROPOSAL 10.—The Committee accept this proposal; but again urge the importance of discouraging the pressure put upon Infants by individual examinations. It is thought that intelligent Class Examinations by competent Inspectors would suitably test the work af Infant Schools and the lower Standards in Boys' and Girls' Schools.

PROPOSALS 11 and 15 (*d*).—The Committee cannot come to any definite opinion on these proposals until more information is furnished by the Department as to the mode in which they are to be applied. It was stated to the Committee that practically these proposals concede liberty of classification and re-presentation of scholars in Standards I. and II.; but as this was not sufficiently clear, no recommendation is at present made.

PROPOSAL 17.—The Committee, having regard to the ineffective way in which the law of compulsion is applied, and the large number of scholars over ten years of age who are still presented in Standards I. and II., strongly urge the withdrawal or postponement of this Proposal.

PROPOSAL 24.—This Proposal gives an advantage to schools placed in favourable circumstances, and it may also induce the local authorities to raise the standard for exemption.

PROPOSAL 28.—After some discussion, the Committee came to the conclusion that, in view of the change made by Proposal 13, and considering that the per-centage must be reached for two successive years, the per-centage should be reduced.

PROPOSAL 30.—The liberty given to evening scholars to earn grants on class subjects was warmly approved by the Committee. They further recommend that the specific subjects may also be opened to evening scholars. As the future mission of evening schools will be to extend the education given in the day schools, rather than to cover the same ground, there seems to be every reason for adopting the course here suggested.

PROPOSAL 35.—Standard V. is regarded as too low a pass to the position of Pupil Teacher, and it is therefore suggested that the words "V. or" be omitted.

PROPOSAL 36.—While approving this Proposal, as tending to give schools a staff sufficient to secure the higher standards of instruction now required, the Proposal should go further and make each pupil teacher count for thirty instead of forty scholars.

PROPOSAL 37.—The Committee cordially approve of the clauses indicated in this Proposal, but they are of opinion that no certificate should be issued to any candidate who has not passed satisfactorily Papers of the Second Year.

PROPOSAL 39.—After a close examination of the probable effects of this Proposal, the Committee are of opinion that some danger exists of introducing into the profession persons possessing little or no practical skill. While valuing the scholarship indicated by a degree, the Committee know it to be useless for elementary school purposes, if unaccompanied by skill and experience in the art of teaching. They therefore advise that greater safeguards be provided against this danger, and, as a present means to that end, the words "two years" should be substituted for "one year" as the period of probation before graduates are admitted to the Certificate Examination. Having regard to the want of practical skill, the Committee desire to point out the inability of these graduates to act as efficient teachers for sixty children. The Committee think that in justice to the large number of apprenticed and trained teachers who, drawn into the profession by the Department's regulations, are now unable to obtain appointments, the operation of this proposal should be deferred.

The report of the Committee is signed by Mr. Grove, chairman, and Mr. Heller, secretary. It proceeds to suggest amendments for the new revision of Standards of Examination and Class Subjects, but these are not of equal importance with the central framework of the Code.

Criticism much more to the purpose is given in the correspondence columns of the *Schoolmaster*. Mr. W. Dalby objects to the new proposals because under them the temptation to fraud will be as great as ever.

But we cannot close our eyes to a few unpleasant features of the Code. Mr. Mundella is the friend of the teacher, and he wants to ease his mind of a terrible "strain"—the temptation to do wrong. With this aim, payment on individual passes will be abolished, and 250 attendances no longer required. That this temptation existed, and was strong is very true, and the wonder is that, judging from the "black list," so many teachers have borne the strain so nobly. Still Mr. Mundella's way out of the difficulty is, to say the least, somewhat strange. It is a clever piece of legerdemain. It requires the teacher to forget that units go to make up averages. There will be large grants depending upon these averages; but he must think that it will make no difference to him whether he marks Mary this and John that present or not. He will be sure of a good average at the end of the week—say 150—though he has never on one occasion had more than 120 marked present. The temptation to fraud will in future lie in the direction of averages; and it will be as strong as ever, and, when successful, as profitable as ever. I agree with the Vice-President when he says, "That temptation ought to be removed." But the removal of the 250 attendances as a condition of examination will intensify the evil. How? Every scholar who has been on the register six months must go in for examination, for so "my lords" declare. No excuse for dulness, or neglect, or for short opportunities of betterment. The "bad scholar" must go in, and the average of passes must go down. In face of

all this, the teacher must necessarily say to himself, "I cannot secure as high a percentage of passes as I would like, but I must be immensely careful that the grants shall be made on an average as high as possible." This, even an honest and honourable master will say; and a rogue will nurse his "present" marks all the year. If in this way the average can be increased by a dozen or a score, there will be considerable remuneration for successful fraud quite as much as could ever be got by adding a few marks to make up the 250.

There will be the same unwholesome craving after a high percentage :—

Then, again, the payment by percentage of passes will be an evil of the first magnitude. The struggle after percentages even now is something dreadful, and the shifts resorted to to secure them are wonderful in the extreme. But when it comes to pass that 100 per cent brings 10s., 90 per cent 9s., and 80 per cent only 8s. on the average attendance, what may we expect? Poor children, you will get short time for dinner, and many hours of toil in the hot, poisonous schoolroom, when you ought to be home at tea or out at play. Your master wants to make at least 90 per cent out of you, and he'll grind you to death if you don't get on. A mode of assessing grants to a school which leads to results like these is not an embodiment of wisdom. Even now it often happens that schools making a very high average of passes are taught by men of the most unprincipled, and are of the smallest value to the community. Mr. Mundella's arrangement, if carried out, will bring honours to a still greater number of these men whose only god is the poor *fetish percentage*. Men of this class will make short work of any poor lad on the register who is in the bad scholar list. He will find his way to some other school before examination day, and will seldom make six months anywhere.

The inspectors will have more power than they possess at present to destroy the reputation of a school, and the character of its teacher.

There is another blot on the New Code which I think was present to the mind of Mr. Mundella when he represented the House as saying, "You are placing great powers in the hands of inspectors." I allude to the Special Merit Clause. Under this clause inspectors are to classify schools as "fair, good, or excellent," and recommend additional grants again on the average attendance. Inspectors are fallible men —some of them very so. But if, in any neighbourhood, it is made public that H.M. Inspector has classed one school as "excellent" and another as only "fair," the latter will soon play a losing game. We have had much experience among H.M. Inspectors, and know how rapidly they come to conclusions, and how superficial and hurried their work often is. A schoolmaster may get nothing but praise irom one inspector; the next that visits his school may kill him with censure. The "excellent" school to one inspector will be the "fair" or bad of his successor. To all this the Vice-President replies, we shall secure "much greater uniformity than hitherto." We hope so, but doubt it. There may be a great want of uniformity even when the work set is exactly the same. Results at examinations depend upon many things, the work set being only one. How are "my lords" to secure uniformity of temperament in their inspectors? One gentleman is amiable and gentle with children, knows how to get hold of them and bring them out; another is cold and unsympathetic in his bearing, apt to be rather testy and harsh, and shuts children up. The former will report good results, and give "excellent" twice as often as his cold-hearted brother. Both inspectors may have done their work honestly enough, but the schools of one of them will be sadly undervalued. Even the best inspector will often err through want of knowledge. It may be, and often will be, more creditable to one school to merit "fair" than for another to be classed as "excellent." The inspector has no time to get at all the facts, and he will damn the first with faint praise and mulct it of the grant which the new arrangement places at his disposal. It will be a most unpleasant thing on examination day to feel that the inspector's smiles mean cash and his frown ruin. It is so, to some extent, now, but the Special Merit Clauses will augment this evil. The artificial distinction between school and school which Mr. Mundella seeks to set up, and speaks so highly of, will be extremely invidious, and bring little but bitterness and disappointment in its train.

Mr. Dalby, who began his letter with effusive acknowledgments of

gratitude to Mr. Mundella, ends it with the confession, that as it stands, it will "fret and worry all teachers almost as much as before."

I am not sure that all, or even most, teachers will agree with my not unfriendly criticism of this New Code, though I feel confident that many will. Of one thing I am sure, however, that if it passes as it stands, without any attempt to remove from it these and a few other objectionable parts, its usefulness will be greatly marred, and it will fret and worry all teachers almost as much as before.

A schoolmistress writes to our contemporary some sensible criticism, enquiring what benefit will accrue to teachers from the abolition of the requirement of the 250 attendances.

On sundry other points Mr. Mundella's Code seems to grapple with imaginary grievances, as Don Quixote did with the windmills. Why, as things are, do away with the 250 attendances? What good can possibly result to our schools from this change I fail to see. The new evil it will bring upon us will most assuredly be impaired attendance and a lower percentage. For, look you, my friends, percentages are not done away with. They are ingeniously sugar-coated, but remain percentages all the same. Grants based upon the average attendance may be a step in the right direction, but not while they are regulated by a percentage taken of the passes made by all children who have been six months on the registers. My view may be an extreme one, but I tell you candidly that I believe we have here simply a scheme for reducing the grant. That other proposal of an extra grant for special merit is, in homely parlance, too sweet to be wholesome. Grants dependent on an Inspector's moods and tenses are sufficiently vague and mirage-like to render us distrustful. Besides, have we not already had some experience of the Department's rewards for superior merit? What about the Honour's Certificates? And has there not been within the memory of scholastic man such a phenomenon as a paternal Government giving with one hand and taking with the other? *Verbum sap.*

SCHOOL BOARDS FOR THE MONTH.

THE following report of the Hollington Board shows the disadvantage under which teachers labour owing to the publicity given to the proceedings of School Boards. In this case Miss Manser did not suffer, as she had the courage to complain of the statement made to her detriment; but many teachers would have been too timid to take this course. We are glad to see that the Board by their resolution expressed their disapproval of this officious meddling.

THE BOARD AND THEIR TEACHERS.

A letter was read from Miss Manser, the head mistress, complaining of the remarks of Mr. Harmer at the last meeting of the board. The writer asserted that Mr. Harmer's statement that there was a distracting noise in the infant school was extremely exaggerated. It was really what she considered to be a proper busy hum, which one would find in every well-organised school. Referring to his complaint that the time tables were not adhered to, Miss Manser explained that since they were compiled the management of the schools had undergone a change. She considered that the report which had appeared in the newspapers was most harsh and unjust.

The Chairman thought there was too much noise, and believed it was owing to too many monitors.

Mr. Day warmly criticised the remarks of Mr. Harmer, who had, he said, made a general complaint against the teaching staff of the two schools, yet he had said two or three meetings ago that these schools were going on most satisfactorily. If Mr. Harmer had any particular fault to find with the teaching staff, let him boldly state what that fault was. When he (Mr. Day) first visited the schools as a member of the board, he

thought there was a good deal of hubbub in the infants' school, but he found that it was the system of teaching several classes at the same time. It appeared to him that Mr. Harmer had cast a slur upon the teachers and also upon the board. The board had placed great confidence in Miss Manser, and he (Mr. Day) did not think it was right for a member to be constantly visiting the schools, as it made the teachers nervous, and did more harm than good. [The Chairman: Hear, hear.]

Mr. Harmer said that with regard to the greater part of Mr. Day's remarks he could not answer him; they were so disconnected and round about that he left them to the judgment of the board. It was not a question as to whether Miss Manser was a good or bad teacher. He considered that a member of the board ought to visit the schools; that was his view of the duties of a member. He was not responsible for what the reporters had said in their reports. He was going to report to the board what came under his observation. His statements were founded on facts, and he was not going to let the teacher's views of herself stop his mouth. What he had said about the noise was perfectly correct. He had not found fault. He merely went in the schools and looked round, and reported to the board. If his report was not satisfactory to the teachers, he could not help that.

The Chairman said it was most unadvisable to interfere. Teachers, especially good ones, were very touchy, and the same remark would apply to themselves. He thought the members of the board should visit the schools, but the less interference the better. At the same time it was of no use if members did not mention what they saw. He saw no objection to the remark that there was too much noise. He himself never interfered with the teaching, but if he saw anything irregular he should mention it quietly to the teacher, and if the irregularity was repeated he should then bring it before the board. It was better to do so than to bring it before the board and therefore the public.

Mr. Day pressed Mr. Harmer to say whether he made a complaint or not.

Mr. Harmer replied that he complained of the variation in the time-table and too much noise.

The board decided that it was not necessary to call Miss Manser into the board-room with regard to what had been said, as the remarks would appear in the newspapers.

The board having decided as to what the teaching staff should be now that the Government examination was over,

The Chairman mentioned that the inspector voluntarily told him that before he had been in the girls' school twenty minutes he noticed a great change for the better.

Mr. Day moved that, "The board having heard the statements in reference to the management of the schools, was perfectly satisfied with Miss Manser's management."

The motion was adopted unanimously.

We are glad to see that the Devonport Board have been considering the best means to protect their teachers from groundless charges of excessive punishment. It is an amusement for persons who happen to have a spite against a teacher to make a charge of this kind, which is published in the newspapers, and seriously damages a teacher's reputation. If one or two cases of this kind were brought before the magistrates, and there dealt with, these persons might be induced to give up this kind of amusement as a recreation of a dangerous nature.

ALLEGED EXCESSIVE PUNISHMENT.

Mr. Fredrick reported that Dr. Rolston and himself had examined into a charge of excessive punishment in one of the board schools, and had come to the conclusion that there was not the slightest ground for the charge.

Dr. Rolston complained of the manner in which these charges were circulated to the damage of the board schools and the teachers, and urged that the board should take the matter up when the falsity of the charge was proved.

The Rev. Pitt Johnson thought the stigma which had been cast upon one of their teachers should be removed.

Dr. Rolston moved that the parties who had preferred the charge should be

requested to attend before the board at its next meeting and substantiate it. In the event of their not doing so, it would be open to the board to consider whether they would not institute proceedings before the magistrates.

The motion was unanimously agreed to.

The Norwich Board, through its chairman, has sent the following letter to the Education Department, announcing that all the members have decided to resign, so long as the vice-chairman continues to hold that office, or to remain a member of the Board. We give below the text of the letter and the report of the committee referred to in it.

To the Lords of the Committee of the Privy Council on Education.

My Lords,—It is my duty to call your Lordships' attention to the painful circumstances in which the members of the School Board of this city have been placed by the disclosures made to a special committee of the board appointed to inquire into the purchase of a site for a new school which is to be erected by order of the Department. I send herewith a copy of the report presented by that committee to the board, and discussed at their meeting on Friday last, 2nd September.

The report was adopted by all the members of the board then present, with the exception of the vice-chairman (Mr. Samuel Daynes), whose conduct was thereby condemned.

I have consulted with all the members of the board who are at present in the city, and have communicated with the Rev. James Wilson, now absent in Scotland, but of whose concurrence in our action we were assured by his intimate friend and colleague, so that I am enabled to state that we are unanimously of opinion it is impossible for us to act upon the board in future whilst the vice-chairman continues to hold that office or to be a member of the board.

I have been requested to make this resolution known to your Lordships, and to express the hope that your Lordships may see fit, under the circumstances detailed in the report, to adopt the precedent furnished in the case of the Stourbridge Board, by declaring the Norwich Board in default, and reconstituting it; or to take such other measures as your Lordships may deem advisable.

I have the honour to be, my Lords, your Lordships' obedient servant,

GEORGE GOULD, Chairman of the Board.

Unthank's Road, Norwich, September 6th, 1881.

The committee, upon the information submitted them, report:—

1. That Mr. John Daynes, of the firm of Bavin and Daynes, having visited the property in William-street on Sunday, the 29th May, in company with his father and the architect, became aware that it was considered a suitable site for the erection of a school.

2. That Rouse was a client of Messrs. Bavin and Daynes, and that the business of the sale to Rouse was transacted at their office.

3. That Mr. Daynes at no time had any dealings directly with the owners—though, at his own request, duly authorised, and having ample opportunity—nor yet indirectly, unless Rouse be supposed to have acted for him.

4. That Mr. Daynes informed the board on the 15th of June that they would probably have to give Rouse £2,200, which sum was reluctantly assented to as the extreme limit of price which would be sanctioned by the board.

5. That Mr. Burgess, in a conversation with Rouse, which took place about half-an-hour after the board meeting, and just before Rouse's interview with the clerk and Mr. Daynes to negotiate the sale, mentioned the sum of £2,200.

6. That Mr. Daynes, at his own earnest and repeated request, was authorised by the board, not merely to look out for a site, but to "negotiate for the purchase" directly with the owners, in order to save expense to the board; and that, far from fulfilling the duty so voluntarily undertaken, he stood aside while Rouse was acting, through the firm of which Mr. John Daynes was a member, to secure for himself the ownership, and to sell at a large profit to the board—a course of proceeding which resulted in the board contracting to pay for the property £750 more than it was sold for on the previous day.

GEORGE GOULD, Chairman.

School Board Offices, 31st August, 1881.

EDUCATIONAL NEWS.

THE REPORT OF THE COMMITTEE OF COUNCIL ON EDUCATION.

(Continued from page 188).

II.—SCHOOL ATTENDANCE.

The average attendance in aided day schools has risen from 1,152,389 in 1870 to 2,750,916 in 1880, *i.e.*, from 5·5 to 10·8 per cent of the population.

There were, in 1880, 3,895,824* names of day scholars on the registers of inspected day schools, and this is the number of children out of some five millions for whom elementary schools are required, who receive more or less of efficient instruction in such schools during the past year. Of the day scholars on the registers 394,703 were below five, 840,724 between five and seven, and 2,660,397 above seven years of age.

Of the 1,235,427 scholars below seven, only 625,940 had made the number of attendances required to bring grants to their schools; 592,261 were presented to the inspectors and reported on, of whom 215,564 were under instruction in classes of schools attended by older children, while 376,697 were taught in separate departments, by certificated teachers of their own, and in rooms set apart, and properly furnished for their instruction. The provision which in many districts was specially needed, and has been made by School Boards, for the accommodation of infants, will, it is to be hoped, materially increase the number of this latter class of scholars; while the supervision of their instruction, with that of the girls (forming together two-thirds of our school population) furnishes an appropriate and natural field of usefulness for the many ladies who are now elected members of these Boards.

Scholars above Seven.

Of the 2,660,397 scholars above seven, borne on the registers of aided schools, 1,891,319 day scholars attended 250 times and upwards; 103,044 attended 150 times and upwards under Half-time Acts; and 42,499 under those sections of the Articles (20) of the Code which allow grants for children, above 10, who attend school in the intervals of non-regulated labour, or reside upwards of two miles from the school. Of the 2,036,862 day scholars thus qualified by attendance to bring grants to their schools by individual examination (being 76·56 per cent of the number on the registers), 1,904,233 were actually presented to the inspectors. We are glad to notice an increase this year of 8·78 per cent in the numbers qualified for examination, and of 8·19 in those actually examined; but with regard to these scholars we invite attention to the following considerations:—

i. They represent the two and a half millions of children between the ages of 7 and 13, who, as appears from the tables of the Registrar General, might be found in elementary schools, and might be reasonably expected to make the number of attendances required to earn a grant; seeing that the maximum number of such attendances can, if regularly made, be completed in 25 weeks or half a year. Much, it is plain, remains to be done to secure the regular attendance at school of a large number of children who ought to be, but are not, *daily* under instruction.

ii. The following table shows for each standard—

(*a.*) The age at which the standard ought to be passed.

(*b.*) The number of scholars of that age on the registers of aided schools.

(*c.*) The number of scholars examined in the standard.

(*d.*) The number above 10 years of age examined.

Standard	(*a.*)	(*b.*)	(*c.*)	(*d.*)
I.	7	461,031	554,188	67,741
II.	8	448,978	482,934	171,035
III.	9	448,243	398,522	269,340
IV.	10	426,102	276,737	270,020
V.	11	382,844	139,227	139,078
VI.	12	303,262	52,625	52,625

* This is 15·29 per cent of the estimated population; the average attendance amounting to 10·8 of the same. In Scotland, while the number of scholars is 14·6 per cent, the average attendance is 11·05 of the population.

It thus appears that whereas, out of 1,904,233 scholars examined, as many as 969,839, being over 10 years of age, *ought* to have been presented in Standards (IV.-VI.) only 461,723 *were* so presented* while 508,116 (or 52·39 per cent.) were presented in standards suited for children of seven, eight, and nine years of age.

We ought, however, to point out that there has been a gradual improvement in this respect,† which is probably due to the provision of the Code which makes the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 19·98 in 1875 to 24·61 per cent in the past year, and there is no reason why it should not rise still higher. In Scotland, the proportion which was only 18·77 in 1875 is now 33·62 per cent.

iii. Our statistics for the past year, further show the following results. For the purpose of comparison, the corresponding results in Scotland are given in brackets.

For every 100 of the average number of scholars in daily attendance—

i. 54 (54) were boys ;
   46 (46) were girls ;
ii. 29 (20) were infants, *i.e.*, below seven years of age ;
   37 (40) were between 7 and 10 ;
   34 (40) were above 10 ;
iii. 23 (14) infants had made the requisite number of attendances ; of whom
   22 (13) were presented to H.M. Inspectors ;
iv. 74 (84) scholars, above 7, had made the requisite number of attendances ; and
   69 (75) were presented to H.M. Inspectors ; of whom
   35 (39) were above 10 years of age ; while of these only
   17 (25) were presented in Standards IV.-VI.
v. 62 (77) earned grants under Article 19 C.
vi. 6 (13) were presented for examination under Article 21 (specific subjects).

Each scholar presented to H.M. Inspectors made, on an average, 2·44 (2·63) passes‡ in the standard examination.

iv. The following table shows the total number of children, of the class usually found in public elementary schools, *from 5 to 13 years of age*, with the number and proportion of such children whose names are borne on the registers of aided schools :—

Age.	Number of Children.		Number of Children on Registers.		Per-centage of Children on Registers.	
	1879.	1880.	1879.	1880.	1879.	1880.
5-6 - - -	537,348	544,071	381,470	390,464	70·99	71·77
6-7 - - -	525,519	532,093	436,437	450,260	83·05	84·62
7-8 - - -	513,854	520,282	427,953	461,031	83·28	88·61
8-9 - - -	502,426	508,712	432,872	443,978	86·16	87·28
9-10 - - -	491,294	497,440	423,794	448,243	86·26	90·11
10-11 - -	480,351	486,359	410,714	426,102	85·5	87·61
11-12 - -	470,126	476,007	359,651	382,844	76·5	80·43
12-13 - -	460,210	465,968	278,989	303,262	60·62	65·08
Total 5-13 -	3,981,128	4,030,932	3,151,880	3,306,184	79·17	82·02

There was an increase during the past year of 4·35 per cent in the number of scholars between 5 and 10, and of 5·99 per cent between 10 and 13. But we have again to call attention to the large number of children who are not known to be attending efficient schools ; the small proportion of scholars who attend with regularity; and the meagre nature of the results attained by many of the scholars who are examined. For our tables show (1) that for every 100 seats provided there is an average attendance of not more than 71·05 children in board, and 62·75 in voluntary

* The proportion of scholars presented in Standards IV.-VI. was, in voluntary schools 25·53 and in boards schools 22·22.

† The per-centage of scholars, *over 10*, presented in Standards I.-III. has fallen gradually from 63·71 in 1872, to 52·39 in the past year ; while the per-centage of scholars over 10 to the whole number examined has increased in the same period from 48·21 to 50·93.

‡ The average number of passes made by each child presented was, in voluntary schools 2·41, in board schools 2·49.

schools; (2) that for every 100 scholars on the registers there is an average attendance of only 70·84 in board, and of 75·52 in voluntary schools; (3) that only 76·56 per per cent of the scholars on the registers over 7 years of age were qualified by attendance for examination; and (4) that while 93·9 per cent of these scholars were presented to the inspectors, not more than 48·32 per cent of those above 10 were presented in standards appropriate to their age.* These figures are very significant. They show how much remains to be done, in many districts, in the way of enforcing the byelaws, which now extend over the whole of the country. The number of empty seats, in schools which have been provided at so large a cost to public funds and private benevolence, will henceforth, in most districts, be a guide to us in estimating the extent to which local authorities fail in carrying out their primary duty of securing the early and regular attendance of the children in their respective districts.

The *Class Subjects* (Article 19 C.), the grants for which depend upon the general proficiency of the classes in boys', girls', and mixed schools, and are not paid upon individual scholars, have hitherto been confined to grammar, geography, history, and needlework; and in the past year, which showed an average attendance of 1,876,105 scholars, above seven in such school, grants† have been paid in respective of 1,708,374 scholars, of whom 1,375,336 passed in two subjects. By a change introduced in the Code for 1880, the choice of managers is no longer confined to these four subjects, but may extend to any others which can be reasonably accepted as special branches of elementary instruction, and properly treated in reading books, graded so as to suit the capacities of the children of various ages, in whose hands they are placed.

This change will meet the wish so often expressed in Parliament of late years, that the managers of schools should have greater freedom in selecting subjects of instruction, and in organising the teaching of the scholars in connexion with their every day life, and the common objects around them. And we trust that it will be attended by further results, usefully affecting the general educational system of the country.

One of these, referred to in the report of last year, seems likely to be ere long realised, by the production of an improved class of "school books, which, appealing to the interest and intelligence of the children, will not only improve their minds, but inspire them with the desire to extend and deepen their knowledge by a habit of continuous and useful reading after they leave school."

Passing to what are termed "specific subjects," for which grants‡ are paid (Article 21) in respect of the proficiency of the scholars as tested by individual examination, we find that in the past year, of the 476,761 children presented in Standard IV. and upwards, in 6,774 departments, as many as 160,333 were examined in one or more of these subjects, of whom 107,264 passed successfully; 34,837 of them in *two* subjects, and 1,062 in *three* subjects. Of these scholars, 8,172 had passed Standard VI. in former years, and might have been presented in three specific subjects. All these figures are in advance of the previous year. The subjects selected will be seen on reference to table.

The following table shows the subjects generally taken up, and the number of children examined in the three stages of each subject:—

	1st Stage.	2nd Stage.	3rd Stage.
English	54,294	38,040	20,359
Mathematics	4,336	1,086	206
Latin	626	193	62
French	2,279	825	201
German	15	11	5
Mechanics	1,334	587	188
Animal physiology	13,708	7,992	3,025
Physical geography	19,356	9,605	5,327
Botany	1,098	430	325
Domestic economy	26,109	14,070	10,618
Total	123,155	72,839	40,816

* The proportion of scholars *above 10* presented in Standards I.–III. was, in voluntary schools 50·59, in board schools 57·12.

† The amount claimed under Article 19 C. for the past year was £297,789 7s. 0d.

‡ The grants claimed for these subjects in the past year amounted to £26,458 16s. 8d.

We are sorry to find, on examining the school returns connected with this subject, that the education of so many children of 10 years of age and upwards is discontinued, as soon as, by passing the 4th Standard, they are freed from the obligation to attend school, and become entitled to go to work. Out of 231,558 children presented in that standard in 1879, as many as 92,268 disappeared from our schools in 1880; while the 115,011 scholars in Standard V., of 1879, fell in the year to 52,625*

DRILL.

It further appears from the reports of the inspectors that *military drill*, which (as distinguished from the ordinary school drill practised in every good school) was introduced by the New Code, is systematically taught, with more or less satisfactory results, to the boys attending 1,203 day schools.

Cookery is taught in 076 schools. Savings banks have been established in 1,087 and school libraries in 2,092 schools. In 25,508 departments of schools in which singing is taught, the instruction is given by ear in 21,718 or 85·14 per cent.

III.—TEACHING POWER.

The 17,614 elementary day schools in England and Wales, inspected in 1880, provided accommodation, in 25,601 departments, for 4,240,753‡ scholars, and 31,422 certificated teachers were employed in their instruction. The average daily attendance in these schools amounted to 2,750,916, with one certificated teacher for every 87 scholars. Assuming that about 3,500,000† children in England and Wales ought to be in daily attendance at public elementary schools, some 28,600 certificated teachers would be required for the supply of the country. If, however, we take into account the large number of small schools in the rural districts, and the increasing employment of adults in place of pupil-teachers, it would perhaps be better to take 35,000 as the measure of future requirements.

What progress has been made of late years towards providing a sufficient supply of competent teachers? And from what sources is this supply to be still further recruited?

There were on the 31st of December, 1869, 12,842 pupil-teachers, 1,236 assistant teachers, and 12,027 certificated teachers at work in schools under inspection. These numbers have now risen to 31,570 pupil-teachers, 7,652 assistant, and 31,422 certificated teachers; while the pupil-teachers in the first year of their service have increased from 3,392 in 1869 to 6,987 in 1880.

An addition of 4,159 was made to the number of certificated teachers, as the result of the last Christmas examinations, when 660 male and 824 female students of the second year, and 656 male and 2,019 female acting teachers, obtained places on the class list of candidates for certificates. 28 students also left after one year's residence.

Since the 1st of May, 1871, moreover, certificates have been granted, without examination,‡ to 1,270 male and 1,816 female teachers on whose schools the inspectors have reported favourably; while provisional certificates (which hold good till the teacher completes his or her 25th year) have been granted to 507 male and 2,839 female ex-pupil-teachers, qualifying them to take charge of small schools, with less than 60 children in average attendance throughout the year. The large number of pupil-teachers who yearly complete their engagement satisfactorily, and cannot be admitted to training colleges for want of room, furnish a valuable supply of teachers

* In the course of the last year Standard IV. of 1879 diminished 39·85 per cent, and Standard V. by 54·24 per cent. During the previous year Standard IV. of 1878 diminished 40·59 per cent, and Standard V. by 55·83 per cent.

† The Registrar General in his report on the census of 1871 (Vol. IV. p. xii.), states that "the number of children of the school age, 3 and under 13, as defined by the Education Act, is, of boys 2,687,631, of girls 2,686,670; the numbers of the two sexes are nearly equal, and they comprise 5,374,301, or 23 per cent, nearly one-fourth of the population."

In 1880, the estimated population being 25,480,161, the children of school age will have risen to 6,010,411; and if from that number we deduct one-seventh, as being the children of a class above that commonly found in public elementary schools (Report of Education Department for 1869-70, p. xiv.), the remainder, 5,151,781, is the number of children, from 3 to 13, for whom elementary education falls to be provided in our schools; and, if we assume that each child goes to school for only 7 years out of 10 of its proper school life, there ought to be 3,606,247 children under daily instruction in efficient schools.

‡ The Article (59) of the Code, under which these certificates were awarded, having served its purpose, by securing the recognition of those acting teachers who were reported by the inspectors to have worked for some years with diligence and success, and to have given proof of adequate professional skill, has been repealed.

for these small schools; and we are glad to find that many of them give proof not only of the efficiency of their early training as pupil-teachers, but of the diligence with which they have prosecuted their studies since their engagements terminated. Out of 3,346 who have received provisional certificates, 1,366 have since obtained ordinary certificates by examination, of whom 123 were successful at the last examination.

The accommodation provided in 1881 by the training colleges under inspection in England and Wales is sufficient for 3,255 students, and 3,116 are in residence. These colleges can, therefore, at present furnish a yearly supply of some 1,500 teachers who have been trained for two years. This supply would be of itself sufficient to fill up the waste (calculated at 6 per cent) in a staff of 25,000 teachers. Looking at the number of qualified candidates for certificates who yearly enter the profession through other channels, recognised by the Code, we see no reason to doubt that, even taking into account the extent to which certificated assistants are now being employed, in many of the larger schools that have been established during the last few years, the supply of teachers is now fully sufficient to meet the requirements of the country.

Trained Teachers.

The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that of 13,521 masters employed in schools reported on in 1879-80, 8,129, or 60·12 per cent, had been trained for two years; 1,130, or 8·36 per cent, for one year; and 287, or 2·12 per cent, for less than one year, while 3,975, or 29·4 per cent, were untrained. In like manner, of 17,901 school-mistresses, 8,017, or 44·79 per cent, had been trained for two years; 1,075, or 6·01 per cent, for one year; 255, or 1·42 per cent, for less than one year, and 8,554, or 47·78 per cent, were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as *untrained*, having, under a superintendence of some of our best teachers passed through the pupil-teachers' course and served as assistants in large schools, before passing the examination for a certificate, and undertaking independent charges.

A considerable number of teachers who have not passed through the training colleges will always be required for service in the small schools throughout the country. Mr. Sharpe, the Inspector of colleges for masters, stated in his report for 1880:—

"The training colleges for masters do not supply the demand of the poorer class of schools; they practically supply the demand only of those schools which can afford to pay about £100 a year for head or assistant teachers."

The salaries obtained even by female teachers, after two years of training, are beyond the means of the managers of a large number of small schools. For we find that out of 16,131 schools reported on by the inspectors in 1878, 1,077 (or 6·68 per cent) had accommodation for not more than 60 scholars; while out of 16,045 of these schools, as many as 4,938 (or 30·77 per cent) had an average attendance not exceeding 60.

The following table gives details of the size and attendance of these schools:—

	Accommodation.		Average Attendance.	
	Number.	Per cent.	Number.	Per cent.
40 and under	151	·94	2,202	13·72
41 to 60	926	5·74	2,786	17·05
61 to 100	3,305	20·49	3,727	23·23
101 to 200	5,468	33·87	3,831	23·88
201 to 300	2,348	14·55	1,536	9·57
301 to 400	1,213	7·52	903	5·63
401 to 500	853	5·29	489	3·05
501 to 600	684	4·24	246	1·53
601 to 700	411	2·55	153	·95
701 to 800	294	1·82	91	·57
801 to 900	187	1·16	58	·36
901 to 1,000	115	·71	43	·27
Over 1,000	181	1·12	30	·19
Total	16,131	—	16,045	—

SALARIES.

The following table of the salaries now enjoyed by the masters and mistresses of public elementary schools, when compared with those published, from time to time, in former reports of the Department, will show the marked improvement which has taken place of late years in the position and prospects of certificated teachers:—

MALES.

——	Under £50.	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and less than £250.	£250 and less than £300.	£300 and over.	Total.
Number - -	132	1,391	3,166	5,578	17,11	634	232	137	12,981
Per-centage -	1·02	10·72	24,39	42·97	13.18	4·88	1·79	1·05	—
1874.									
Number - -	173	1,280	2,874	3,079	776	183	66	28	8,459
Per-centage -	2·05	15·13	33·98	36·4	9·17	2·16	·78	·33	—

FEMALES.

——	Under £40.	£40 and less than £45.	£45 and less than £50.	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and over.	Total.
Number - -	839	1,035	887	7,926	4,140	1,928	358	89	17,202
Per-centage -	4·88	6·02	5·15	46·07	24·07	11·21	2·08	·52	—
1874.									
Number - -	625	606	661	4,967	1,655	457	32	3	9,006
Per-centage -	6·94	6·73	7·34	55·15	18·38	5·07	·36	·03	—

The average salary of a certificated master, which in 1870 was £95 12s. 9d., is now £121 2s. 7d.; that a schoolmistress, was £57 16s. 5d. in 1870, and is now £72 12s. 8d. In addition to their other emoluments, 5,932 out of 12,981 masters, and 5,409 out of 17,202 mistresses, are provided with residences free of rent. These averages are calculated upon the whole of the teachers, whether principal or assistants.

It may be worth while to note here the great and increasing proportion of female teachers now finding employment in elementary schools.

In 1869, for every 100 teachers of each class, 48 certificated teachers, 60 assistant teachers, and 57 pupil-teachers were females; these proportions have increased in 1880 to 57 certificated teachers, 66 assistant teachers, and 66 pupil-teachers.

The number of female pupil-teachers in 1869 was 7,273; they now number 20,934, an increase of nearly 188 per cent. The male pupil-teachers, who numbered 5,569 in 1869, have increased to 10,636, or by about 91 per cent.

The National Schoolmaster.

SUMMARY.

ON September 30th, Earl Spencer, the Lord President of the Council, opened some new school buildings at Bradford in Yorkshire, and made a speech on the occasion. His lordship, at the beginning of his address, defended the School Board from the charge of extravagance in building well-ventilated and commodious schools.

But I think it is very clear that one of the most important things in connection with our schools is to have them not only salubrious for the children, but to have them cheerful, and places to which the children will like to come. There is nothing, I believe, that does more to promote general discipline and improvement amongst our children than that they should be accustomed to cheerful and bright rooms, and be continually in a healthy, instead of an unhealthy atmosphere. Besides the instruction and education given, the general effects to which I have referred are among the benefits derived from schools in this country. Therefore I think it is a wise thing that your schools should be made as cheerful and healthy and commodious as possible, not only that the masters may be able to give their instruction in the best and most convenient form, but that the pupils who come, sometimes from crowded streets where they do not get as much fresh air as they should, may be benefited by the change to large and salubrious schools. I think, therefore, that any expenditure which is made to provide for these requirements is not thrown away, and it is wise for School Boards to lay out money in order to secure these great objects; at all events, it is satisfactory to find that in a large place like Bradford, where popular opinion is rightly so sure to be made known, that the ratepayers have supported the School Board in what they have done to secure good schools in their town.

His lordship then proceeded to defend the kind of education given in the elementary schools, which he declared to be "sound, useful, and practical." He next referred to the higher schools established in Bradford, and some other towns, which he described as "experimental schools," stating his opinion that they would not "poach upon the ground occupied by the grammar schools." He referred to the contemplated changes in the Code in terms implying that he had no doubt they would become law.

I wish to refer to some of the changes that have been made recently by Mr. Mundella, who ably assists me in the Education Department, on a subject to which he has given the greatest possible attention, I mean some of the changes we are about to make in the Code. It is of great importance that these changes which have not yet

been made or actually drawn out, should be well and thoroughly considered. I shall not now go into them in detail, but I wish to refer to one or two points in regard to them. We have found that the system of payment by result has led to one drawback, which we deplored very much—it had a tendency to keep the reward to all schools on the same level. The master who produced a number of children taught in the most admirable manner received only the same payment as the master who only just "scraped through" his children in the standard of education. We thought that had a bad and prejudicial effect, and we were most anxious to relieve it by giving grants in different gradations, more to those which are best, and perhaps less to those that are the worst, while the average would receive probably about the same as they receive now. That, I think, is a change which will be of great importance and of great value in the working of the Code. It may be difficult to carry out these changes. We are not going in future to require the examination of every child. It is a somewhat complicated thing to explain, and I shall not attempt to explain to-day the methods by which we hope to arrive at payments by result—from the average payments for children instead of by individual payments. But that, I think, will be a change which will be well received in the country and will work well. We have made some other changes with regard to teachers and the requirement of more assistant teachers, and with regard to the limitation of children who are under one teacher. All these different changes, we hope, will be of utility, and will promote popular education through the country.

The Scripture declaration in one of the Sunday lessons for October, "neither shall the father bear the iniquity of the son," is not regarded in offences against the attendance clauses of the Education Acts. In the case given below, however, the magistrates were so far influenced by the inequality of the law on this matter, as only to fine the offending parent a shilling, remitting the costs.

INCORRIGIBLE TRUANCY.

At Stratford-on-Avon Borough Police Court recently a man, named Charles Baker, was summoned by the school attendance officer for neglecting to send his child to school regularly. The defendant said the fault was not his; he could not make the boy go to school. He had beaten him, and for a whole fortnight he neglected his work an hour every morning in order that he might drag his son to the school doors. Even then the lad sometimes escaped him. The school attendance officer reported that out of a possible twenty-eight the boy had only made seven attendances. He could corroborate what the defendant had said—the boy would not attend school. The Mayor said the Bench quite believed the defendant's statement, yet in the eyes of the law he was guilty of an offence, and, singular as it might appear, the magistrates had no alternative but to inflict a fine. The parent was responsible, even though, as in this case, he was not to blame. The mitigated penalty of 1s. was then imposed, the Bench remitting the costs.

A criticism of the Revised Education Code has appeared in the *Times*, the last paragraph of which we subjoin below, as it contains observations of great importance to all interested in education.

X. All essential *data* should be published without delay. If, as is most likely, tha new Code—the Code for 1882, in which are to be embodied the proposed alterations above reviewed—is laid upon the table of the Houses of Parliament within a month of their re-assembling next year, then it will become law at the end of two calendar months after the beginning of next Session—that is to say, by the commencement of the month of April, 1882; and in that case it will effect all schools whose school-years end on April 30th. It follows, therefore, that large numbers of schools are at this very moment almost half-way through the year at the end of which it is at present absolutely uncertain whether the grant they will earn will reach withiu 20 or even 30 per cent. of the sum they reckoned upon receiving when they settled

their "staff" and scales of salaries for the current year, and whether, therefore, they may not be called upon then to furnish additional subscriptions (or rates, in the case of Board Schools) to the amount of double what is usually collected under that head. And if the silence of the Department on this matter is maintained to the very end, many of those schools will actually not have three clear months' notice of their possible deficit, although their expenditure will be going on just as if the Code of 1881 were not going to be superseded by the proposed New Code. On every account, therefore, it is of the highest consequence that, at any rate, provisional figures should be published to fill up the many blanks now appearing in the scheme of proposed revision; for till these are supplied it will be impossible for school managers, with any degree of calmness, to look forward to making both ends meet at the end of their school-year; and it will be of but little avail that the principles of the suggested changes are discussed when their actual financial bearing cannot even be made the subject of a guess. On the whole, it must be admitted that the direction to which most of the proposed alterations point is an eminently satisfactory one; but the educational world will soon become almost too impatient to control, unless further revelations are set forth by authority to supplement the skeleton scheme now before the public.

Nor will denominational schools alone suffer by any considerable reduction of grant. In a letter to the Chairman of the Birmingham Board, the Rev. R. B. Burges remarks, "the day will come when cost will rule school board elections, and education will be starved unless it can maintain a position above the reach of local penuriousness." We heartily concur with the terms of this letter, which we give below; and we believe that the School Boards will combine with the managers of the denominational schools in resisting a reduction of grant. Mr. Mundella has undertaken a great work with a light heart, but we should not be surprised if he discovers that it is easier to point out the defects of another man's work than to perform good work ourselves. Lord Sherbrooke, who has borne with much patience the scathing criticism of twenty years, a fair share of which has been spent upon him in the columns of this journal, is doubtless rejoicing that his day is coming, when he will be free to exercise his unrivalled powers of sarcasm at Mr. Mundella's expense.

St. Paul's Vicarage.

I write to ask that my enforced absence from the meetings of the School Board and the various committees of which I am a member may be excused. I have for some time suffered from ill-health, and am absolutely forbidden all work which requires thought. I am very sorry for this, especially as you will have under consideration Mr. Mundella's revision of the Code. On the whole, I think it a great improvement, and I am glad that many of the provisions which practical educationists have been advocating for years have been adopted. The one great fault I find is that it calls us to legislate in the dark, inasmuch as there is no indication of the amount of grant incident upon the proposed changes. In the interests of education, I venture to say it will be an exceedingly unwise thing to accept anything which will increase expenditure without any addition to the grants from the Imperial exchequer. In the present enthusiasm for education additions to the local burdens may be uncomplainingly, and in some cases cheerfully, accepted, but the day will come when costs will rule School Board elections, and education will be starved unless it can maintain a position above the reach of local penuriousness. I hope the Board will look to this, and advocate increase rather than the diminution of the grants from the committee of the Council; and there certainly should be provision for the encouragement of schools in poor districts, where it would be impossible to secure full grants because of circumstances over which neither teacher nor manager can have control. I rejoice

that the 250 attendances are to be done away with, but the six months' limitation is almost as bad. Why need there be this bondage? You cannot gauge the real educational position of the country unless you present every child in the school who is suitable for examination. Besides, injustice will be done to some children in a going-to-labour point of view if this is insisted upon. I think, also, every child should not necessarily be presented, but that full discretion should be left to managers and teachers. I think the teaching of singing from notes, &c., should not be insisted upon. At the same time, I would put it upon the schedule of special subjects. There are other points I should like to discuss, but I am not at present able.—Yours sincerely,

R. B. BURGES.

Geo. Dixon, Esq.

We give in another part of our paper the report of the proceedings of the Executive Committee of the National Union of Elementary Teachers, held on October 15th. The report of Mr. Heller is interesting reading, but it furnishes evidence that his influence is greater abroad than at home. He says, "I trust the Executive will well consider the financial state of the Union before they actually proceed to the election of an assistant secretary, and will again look all round the question before incurring greater liabilities." These are words of wisdom which wise men would have heeded; but, as far as we can judge, no attention whatever was paid to them, and the Executive Committee, which can barely manage to pay its present expenses, proceeded to elect an assistant secretary, who is to receive a stipend of £250 from the 1st of January next. Mr. James, who has occupied for the last five years the position of Mr. Heller's clerk, received the appointment. The *Schoolmaster*, which was adopted as the organ of the Union, comments on the proceedings in language curiously condemnatory of the whole business. To understand the irony of the language, it should be remembered that the last conference was persuaded to pass a resolution, authorising the appointment of an assistant secretary, on the ground that the secretary was overworked, and that more help was needed. Our contemporary now says, "Practically, therefore, the office arrangements remain unaltered, with the exception that Mr. James will have a larger amount of responsibility, and therefore a larger amount of salary than at present."

The more closely the revised proposals of Mr. Mundella are being examined by the local associations the more unsatisfactory do they appear. A general feeling is expressed by teachers of country schools that they will greatly suffer by the abolition of the 250 attendances now required for examination, and the substitution of the unsatisfactory and loose requirement of the names having been for six months on the register. In the same way, examination by sample is generally condemned, and the "special merit clause" regarded with some suspicion.

REVIEWS.

Murby's Imperial Readers Reader. Book IV. London: T. Murby.

THIS book contains a very good collection of readable chapters, chiefly of a narrative description, and it is very prettily illustrated. It will make an excellent reading-book for the fourth standard. At the end of each lesson the hard words contained in it are briefly explained. The lessons are not at all lengthy or tedious, as will be seen when we state that, counting prose and poetry, there are upwards of a hundred in the volume before us.

Plutarch's Lives for Every-day Readers: Confessions of an English Opium-Eater, by De Quincey. (The Familiar Quotation Series of Books). London: Whitaker & Co.

THESE little books are issued in limp cloth binding, and are of a size and weight that will accommodate themselves to a coat pocket of any width and depth. The Plutarch contains 120 pages of small type, and is made up of "the most interesting of the incidents in the lives of celebrated Greeks and Romans." A short sketch of each of the fifty persons whose lives Plutarch has written, is given here, and we are glad to say that the language of Langhorne is retained, though of course the narrations are very considerably condensed. By young persons, and persons who have not leisure to read the work in its unabridged form, we feel sure this little book will be found useful. It is full of incident from beginning to end, and young persons fond of reading will want no incentive to its eager perusal.

The second reprint on our list is De Quincey's "Confessions of an English Opium-Eater." There is no doubt that the work is a master piece of eloquent writing; but we are not quite sure whether the vivid description of the wondrous dreams produced by opium may not induce some young persons to try the effect of the potent drug.

Cassell's French-English and English-French Dictionary. London: Cassell, Petter, and Galpin.

THE publishers of this work have brought out a new edition in order to incorporate into it the 2,200 words which have been introduced into the last edition of the Dictionary of the French Academy. This has led to an increase of pages of nearly a hundred, but there has been no addition to the price of the work, of which we are not surprised to learn that a hundred and sixteen thousand copies have been sold. The dictionary is a marvellously cheap one, but it would be incorrect to speak of it in any way as an abridgement. It is quite full enough for the purposes of the ordinary student, as will be seen when we point out that it contains 2,200 columns of closely-printed matter. It is rendered capable of perfectly easy reference by the words which are explained being printed in clear black type, which is easily discernible by any ordinary sight. We ought to point out that this work is both a French-English and an English-French dictionary, the first 580 pages being taken up with the French-English division, and the last 540 pages being devoted to the English-French division. In both divisions there is an exhaustive vocabulary of proper names. In the introduction to the work there is a table of irregular and defective verbs, and a complete list of all the nouns of double gender with their meanings. We think the statement of the publishers in the concluding paragraph of their preface fully borne out by the facts of the case.

Neither expense, labour, time, nor pains have been spared to improve our work, and to bring it thoroughly up to date, and to embody in it the most recent additions to philological knowledge—in short, to adapt it in every way to the requirements of our time; and we can say without presumption that it contains many useful features which exist in no other French-English dictionary, and that it is at once the cheapest, the most complete and extensive, and, so far as the modern spelling is concerned, the only thoroughly accurate book of the kind in this country.

Health in Schools and Workshops. London: Ward, Lock, and Co.

THIS is a very useful little book, and all schoolmasters and schoolmistresses would do well to read it. They would benefit by its perusal themselves, and they would also be

able to understand better how to regulate the amount of work which it is judicious to allot to the tasks of children of different ages and constitutions. The writer condemns the giving of prizes in girls' schools "as useless if not harmful." "Their nervous system," he says, "responds too quickly to such stimuli, and there is great danger that we may by this means do them a lasting injury." After dilating on the bad effects of over-work on children, he goes on to treat of their diet. "Study or exercise before breakfast," he says, "is not generally to be allowed; it will do harm to many children." In the same way he condemns excessively long intervals between meals, late dinners, and trashy food. Our readers will be interested in reading what the writer considers is *not* trashy food.

> Plenty of roast and less of boiled meat; a few soups made *secundum artem;* a fair variety of plain vegetables; an occasional treat of the best fruit, with abundant supplies of apples; good bread of more than one sort; a daily and abundant ration of the simplest and most strengthening food, such as the ever-nutritious oatmeal, with milk; and for drinks, water, milk, coffee, which contains as little of the original bean as possible, tea that is not too strong, or diluted cocoa. Such a dietary, without the compounds commonly used for dessert, but aided by fresh air, sunlight, and plenty of play, makes healthy children. Fish and eggs and milk are also necessary, but should not be eaten under the impression that they "make brain."

In the chapter on exercise the writer insists that teachers "ought to enjoy almost *absolute* rest on Sundays." "Few," he says, "are really aware of the value of the Sabbath as a physical agent of health." We are not sure that the author, in penning these remarks, was aware that most teachers have a comparative holiday on the Saturday. The question of Sunday-school teaching by the teachers employed in the day school is a subject in which there is much to be said on both sides, and we have no desire to touch upon it here. The remarks on exercise, clothing, care of the eyes, school desks and seats are very sensible and to the point, and we are sure all teachers would be the wiser for their careful consideration. There is also a valuable chapter on "ventilation and heating," two matters of the utmost importance in schools. The second part of the work on "Industrial Hygiene" is not so directly useful to the teacher; but it is a subject which ought to be taught to the upper classes in every school, in order that boys and girls in choosing occupations for themselves when they leave school may know the risks they are incurring of weak health and a shortened life.

Allgemeine Rundschau. Edited by Professor Friedrich Körner. Berlin, 1881.

We have once more lying before us eight fortnightly numbers of the *Allgemeine Rundschau*, a German International Review of Education, edited by Professor Friedrich Körner, of Berlin. The first section in each number contains recent legislation, or Orders in Council, affecting education. Beginning, of course, with the German Empire, we find full notices of the progress of education in France, Austria, Belgium, Greece, and Holland. Our own country also receives its full share of attention. The projected alterations in our Educational Code, or such of them as become law, will doubtless in due time appear. The centralisation of German education admits of its control being shared by several distinct departments of the Government Regulations affecting it, which are issued by the Ministry of Finance, and the Ministry of the Interior, as well as the *Cultus Ministerium*, whose peculiar province we should consider it to be. Nor must we fail to notice the fact that the connection of primary schools with those of a higher grade, which can scarcely be said to exist at all in England, occupies a large field in Germany. But we proceed to particularise one or two out of many points of equal interest. The newly-recovered provinces of Alsace and Lorraine are treated to an almost distinct *régime* of their own. In bilingual districts, like Bohemia, the necessity of making High German the one vehicle of instruction is insisted on, and letters in very bad German from middle-class Czech parents are exactly reproduced to prove at once, by their style and tenour, the need and desire of the people themselves of such a rule. To the same purpose, the clergy are recommended in the Polish provinces, where German is fairly understood, to give their instructions on Confession and Communion in that language. To extend our view for one moment beyond the limits of the Fatherland, the establishment of a University at Jeddo under German teachers, with one thousand students, and a curriculum extending over three or four years, is noticed with laudable self-congratulation.

This step was taken to avoid the expense of a journey to, and residence in, Europe. We are also told of an offer on the part of the Chinese Government to engage, in the first instance for one year, the services of a German Professor at Pekin, with an honorarium of two thousand pounds. The reason alleged, perhaps half in jest, for the preference thus given to Germany over England and France is that the Japanese and Chinese dread the influence of the two latter, but have no fear of the former country, a fact, observes the editor, creditable to the Teuton, but which the Englishman would do well carefully to perpend. An interesting account of a primary school in Japan with its pupils assembled by beat of drum, their painful eagerness for instruction, their engrained habits of discipline, their uncomfortable posture under instruction, their appliances in the way of maps and "objects," is quoted in *extenso* from Miss Bird's travels in that country. A strong plea is put in for learning by rote what is not understood at the time. A casket of jewels would be a valuable gift, even if the key was, for the present, withheld. So it is, with Horace and Homer, says the editor, which the boys learn in school repetitions.

Great importance is attached in almost every number of the *Rundschau* to hygienic considerations. It enters into detail upon such questions, as the effects of seats and sitting upon the lungs and spine, and of writing and reading upon the eyesight. The advantage of writing in upright instead of oblique lines is pointed out, and suggestions are put forth as to the length of letters, and the space between the lines in printed books. The Italian character in Germany, as in Scandinavia, has superseded the old Gothic, both in printing and writing. We are informed that mortality in childhood is much greater in Germany than in England. The advantage of sea-bathing for scrofulous children is pointed out, and England is praised for taking a very early initiative by the establishment of the Margate Hospital. This prepares us for a paragraph upon the connection between capacity for vocal music and physical surroundings. The climate of California is stated to act so injuriously upon the organs concerned as to make it impossible for that country ever to produce a race of singers. Besides model subjects for instruction, including for a sausage-eating people such a practical matter as Trichinæ in pork, we are supplied with the subjects proposed to pupil-teachers for essays in France and England. Some of the "style exercises" proposed to female teachers in France are rather severely handled as fostering unreality and display, while the care devoted among ourselves to the history of England is contrasted, to our advantage, with the slight attention this matter receives in Germany.

Our space only allows us to notice one more feature of the *Rundschau*. In each number we have samples of lectures to be used occasionally for the enlivenment—Belebung—of the more formal instruction. Under this head, we have, at any rate, no lack of variety, as it includes not only historical subjects such as "The state of the Church in the Ninth Century," "The entrance of Cortez into Mexico," translated from Prescott, "The German Campaigns of Drusus and Tiberius," and a historical parallel between Pericles and Prince Bismarck, but also natural science popularised, of which "The Phosphorescence of the North Sea," "Meteorolites," "The Causes of the Motion of the Sea," "Heat," "The Salt Mines of Transylvania," "The Catacombs of Rome and Paris," may serve as examples.

DELUSIONS CONCERNING EDUCATION.

IN undertaking the championship of a good cause in the early stages of its history, it is a common weakness among advocates to predict results from its working that, as a matter of fact, never accrue. Mr. Cobden was never tired of telling Englishmen, in the great Free-trade contest, waged by the Anti Corn Law League, that if this country adopted the principle of Free Trade other nations would soon follow our example. "Within seven years of our repealing our

sounding an alarm on the dangers likely to appear from "ambitious programmes of education." Mr. Goldwin Smith, the President of the Economy and Trade Department of the Social Science Congress, gave an address on October 7th, in which the following passage occurs :—

> It was much to be regretted that pauperism was beginning to show itself in the New World, and it was causing much anxiety. They were looking forward to the necessity of a public provision for the poor. Callings of the lighter kind were almost as much crowded as they were in England, and people were being led to the conviction that the education given in the public schools ought to be of a strictly practical character, and that the door should be closed against ambitious programmes, which engendered a false conceit of knowledge and of superiority to common works.

We have here, therefore, the declarations of two Radical politicians, warning the public not to trust in expectations held out by writers and speakers of their own particular school. Mr. Chamberlain tells us we have got our commercial supremacy without education, and that whether it is to be kept or lost, the extension or non-extension of education will have little to do with it. It is "the result of gifts of nature, and not the ordinary results of education . . . If people expected gain from the provision of education they might prepare themselves for bitter disappointment." Mr. Goldwin Smith tells us approvingly that American people "were being led to the conviction that the education given in the public schools ought to be of a strictly practical character, and that the door should be closed against ambitious programmes, which engendered a false conceit of knowledge, and of superiority to common work." If it is important to any class of the community to know this, it is surely well that it should be carefully read and considered by teachers in our elementary schools.

THE BLUE BOOK FOR 1881.

(First Article.)

THE Blue Book for 1880-1 contains a total of 790 pages, and is issued at 4s. 2d. It contains in the first part of it, the Report of the Committee of Council on Edueation, which was separately issued earlier in the year, and part of which has been already reprinted in our magazine. The short Act drawn up by the Education Department, which makes it imperative on School Attendance Committees to enact bye-laws for compulsory attendance, is next given, after which we have "a general abstract of statements of Income, Expenditure, and liabilities of School Boards for the year ended the 29th September, 1880." From this we learn that the total indebtedness of the School Boards in England and Wales is over eleven millions sterling, of which the county of Middlesex has borrowed four millions, while the

county of York, which has a much larger area and a population nearly equal, has been able to supply its educational deficiencies with about half the sum. The School Board for London is responsible for a huge debt of four millions; whilst Liverpool, the second town in population in England, has only found it necessary to borrow the comparatively small sum of £167,000. Manchester owes £116,000, Leeds £240,000, Sheffield £313,000, Bradford £202,000, Huddersfield £109,000, Hull £109,000. The town of Bristol, which has a population of 206,000 according to the last census, has only found it necessary to borrow £26,000, while Brighton, with about half the population, owes double the money. Doubtless much of this inequality is owing to greater deficiency in schools in one town than in another, but it is impossible to resist the conviction that many School Boards have been spending money recklessly and heedlessly, and that the larger the indebtedness of the Board the greater probability there is of the money having been carelessly spent. Now that Mr. Chamberlain tells us that municipalities need expect no direct gain from all this huge expense, it is possible that a little more care may be taken not to swell the total of these formidable accounts. It is a prudent arrangement that an abstract of School Board expenses should be given in the annual Blue Book, so that persons interested in the matter may really know what the School Board is spending, and how the money is spent. On page 93 of the Blue Book there is a list of cases in which annual grants have been refused to schools under section 98 of the Education Act. In only five cases did the department exercise its authority under this section. They have refused to give a grant to the "Preston Sacred Heart Roman Catholic School" in the Brighton district, because "the school is unnecessary both in the opinion of the Board and of the Education Department." A reason of greater length is given for the refusal to give a grant to the Newlyn, St. Peter's Church of England School, Paul, Cornwall, which we state below:—

> Because the School Board for Paul, who were required to provide accommodation at Newlyn for all the children in that neighbourhood, whether belonging to the district of Paul or that of Madron, have provided a public elementary school sufficient for the population, and have satisfied the Department that any further accommodation in that neighbourhood is unnecessary.

The list of circulars to Her Majesty's Inspectors and School Boards contains nothing that would be interesting to our readers, and they may be presumed to be tolerably familiar with the New Code for 1881, which follows next. There are 18 teachers whose certificates have been cancelled, or temporarily suspended; 15 for faults of registration, one for "mutilation of certificate," one for "uttering a forged certificate of

character" and one for embezzlement. Of these eighteen, four were punished by a reduction of grant, and eleven by a suspension of their certificate for one year, with the addition in most cases of a reduction of the grant. In the three cases in which certificates were cancelled, the first was for forging a certificate of character, the second for embezzlement, the third for dishonest registration. The teacher who mutilated his certificate, has escaped with the punishment of a year's suspension. We must again enter our protest upon such offences as are described in this list, being tried and adjudicated upon by a secret tribunal at Whitehall, to whom the Commission of the Queen's Peace has not been entrusted. If a teacher is guilty of "embezzlement," according to our thinking, he should not be favoured more than a common thief; he should be brought before the ordinary tribunals of the country, and, if guilty, punished according to his offence.

The separation in social standing between the Inspector and his assistant is indicated in the official list by calling the Inspector an "Esquire," and the assistant "Mr." We have a notion that the ordinary clerks in the Civil Service Departments are called "Esquires" in the Blue Books relating to their departments, and, if so, it would hardly seem just and fair to place the inspector's assistants in a lower social position. In the list of inspectors each one is distinguished with great solemnity as "Rev." or "Esquire," whereas the assistants have simply their surnames in full, and the initial letters of their Christian names, without any complimentary addition in the way of title whatever.

When we come to the tables of the lists of schools and scholars belonging to different denominations, we find that the Church of England has 11,000 schools out of a total of 17,000. The Wesleyans have only 569 schools, the Roman Catholics 758, while there are 1,438 British schools, and 3,433 Board schools. The Board schools, however, are much larger, on an average, than the denominational schools, for while Church schools are more than three times as numerous as Board schools, the Board schools have received more than half the grant paid to the Church schools. In the same way while the Church schools employ 17,512 teachers, the Board schools employ the large number of 8,920. In bringing this article to a close, we reprint below the tables containing the "Average salaries of certificated teachers" and the "Number of teachers in the receipt of salaries of certain specified amounts."

STATISTICS OF INSPECTION OF ANNUAL GRANT SCHOOLS.

(No. 3.)—Average Salaries of Certificated Teachers.

DENOMINATIONS.	MASTERS.			MISTRESSES.		
	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number Provided with House or Rent free.	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number Provided with House or Rent free.
	£ s. d.			£ s. d.		
Schools connected with *National Society* or *Church of England*	115 0 0	7,173	4,387	67 9 3	9,563	4,289
Wesleyan Schools	155 0 0	564	86	78 2 9	407	17
Roman Catholic Schools	101 13 0	312	46	59 11 3	1,251	309
British Undenominational and other Schools	133 5 0	1,236	315	74 7 0	1,124	208
School Board Schools	124 15 1	3,696	1,098	85 6 4	4,857	586
Total	121 2 7	12,981	5,932	72 12 8	17,202	5,409

STATISTICS OF INSPECTION OF ANNUAL GRANT SCHOOLS—*continued.*

(No. 3A.)—Number of Teachers in the Receipt of Salaries of certain Specified Amounts.

DENOMINATIONS.	MASTERS.									MISTRESSES.								
	Under £50.	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and less than £250.	£250 and less than £300.	£300 and over.	Total.	Under £40.	£40 and less than £45.	£45 and less than £50.	£50 and less than £75.	£75 and less than £100.	£100 and less than £150.	£150 and less than £200.	£200 and over.	Total.
Schools connected with *National Society* or *Church of England* ..	84	804	1,841	3,228	901	228	65	22	7,173	610	662	561	4,767	2,102	784	65	12	9,563
Wesleyan Schools.....	1	49	80	195	122	51	32	34	564	14	24	30	137	114	75	11	2	407
Roman Catholic Schools	6	38	81	135	47	5	—	—	312	64	92	83	835	140	36	1	—	1,251
British, Undenominational, and other Schools	21	139	241	446	191	106	46	26	1,236	56	91	52	474	264	153	28	6	1,124
School Board Schools ..	20	361	923	1,554	450	244	89	55	3,696	95	166	161	1,713	1,520	880	253	69	4,857
TOTAL	132	1,391	3,166	5,578	1,711	634	232	137	12,981	839	1,035	887	7,926	4,140	1,928	358	89	17,202

SCHOOL BOARDS FOR THE MONTH.

THE London School Board held its first meeting, after the summer vacation, on Thursday, October 6th, when the chairman, Mr. E. N. Buxton, gave the usual opening address. Having alluded to the loss the Board had sustained in the deaths of Sir C. Reed and the Rev. John Rodgers, Mr. Buxton remarked that the Board looked forward to the national census, taken in the spring of the year, "as an assured basis on which to found our estimates." The authorities, however, refused to allow them to inspect the Census Papers, so that they had to do as well as they could with the General Report of the Registrar-General. London has almost exactly doubled itself within the last forty-one years, and at the present day, out of seven inhabitants in England and Wales one lives in London. During the year twenty-five new schools have been built, but still, as Mr. Mundella remarked, a great deficiency of school accommodation exists, and the Board have decided to build nearly 100,000 additional school places to meet the deficiency. The statement of the chairman was a very lengthy one, and it was agreed that it should be printed, and a copy forwarded to each member of the board. The following letter was sent by Mr. Paget, the police magistrate, in answer to the charges brought against him by the school board :—

Wandsworth Police Court, September, 1881.

Sir,—On my return to this Court, I find your letter of the 11th August, the receipt of which was acknowledged by Mr. Sheil on the 13th of the same month.

In the first case, that of James Oxlade, I was of opinion that great want of judgment had been shown by applying for the summons.

The boy was within a few months of thirteen years of age. He was, no doubt, extremely backward in all book-learning, and could profit little or nothing by attendance at school for the very short period which remained until he would have attained that age.

He was earning money honestly and industriously. To take such a boy from his employment appears to me to be the certain way to make him a vagabond. The consequence of bringing such cases before the Court must, in my opinion, be to render the Act unpopular—a result greatly to be lamented, and which, as far as possible, I am most anxious to prevent. For this reason I strongly urged the applicant to withdraw the summons, and on his repeated refusal to comply with my suggestion, I was compelled to decide the case, and being of opinion that it was one which ought never to have been brought before me, I, of course, made no order for costs.

In the second case, that of Thomas Welch, I was of opinion, after carefully considering the terms of the Act of Parliament, that, on the facts as proved, I had no power to make the order prayed, as the father had done all in his power to compel the boy to attend school.

In the third case, that of Cuddy, as no evidence was laid before me, it is impossible for me to say what my decision would have been.

I think I ought to add that in the majority of cases—indeed, I may say, almost invariably—I meet with willing acquiescence on the part of the representatives of the school board in any suggestion made by the bench.—I am, &c., JOHN PAGET.

The Hon. Sir A. F. O. Liddell, K.C.B.

The question of the "alleged cruelty at St. Paul's Industrial School" was then gone into, and Mrs. Surr produced a sensation by describing a state of things, which if true, is certainly most reprehensible.

Mrs. Surr said she should have to move an amendment, as the motion did not go far enough. She knew all the facts, and she had terrible information with respect to these schools. The food had been deficient in quality and insufficient in quantity; for small offences children were deprived of part of their food; meat purchased for the boys had been eaten by the officers. The boys were so hungry that they frequently ate from the dog's plates; the boys' clothes were insufficient and often extremely ragged, and they often wore their socks and linen for months at a time. (Mrs. Surr here produced some boots from which the soles had almost dropped off, and the remnants of some pairs of socks, which she alleged were in the same condition in which they had been worn at the school.) The children suffered extremely from cold and discomfort, being ill-clothed. They were punished in winter by being imprisoned for days together in the bath-room, where it was so cold that their cocoa froze. They were made to stand half-naked in winter with bare feet on the cold stones washing their sheets. For punishment, handcuffs were placed on their feet as well as their hands, and the deaths of many weak boys had been hastened by their harsh treatment. Although £3 each was allowed for their outfits, the clothes were bought of a pawnbroker, and were so poor that the boys often left the school practically without clothes. False statements were made to Her Majesty's Inspector. She moved as an amendment, "That in consequence of the cruelty, mismanagement and neglect to which our School Board boys have been subjected at St. Paul's Industrial School, this Board withdraw the children who have been sent by them to that school, and petition the Home Secretary for the withdrawal of its certificate."

The amendment moved by Mrs. Surr, described in the last paragraph, was carried in the teeth of strong remonstrances from the "majority" of the Board, who were at this time accidentally in a minority, several of their number having left the Board a short time previously. Mr. Stanley, M.P., said "the Board would reverse their action next week, and the only result of the action of the minority, who had accidentally secured a victory, would be to make the Board look foolish." Accordingly, when the Board met on the following week, October 13th, Mr. Stanley moved that this motion be rescinded, which was passed with the addition of the words "and that the charges brought against the management of the school be investigated and reported on by a special committee." Some notion of the strong language used in this debate may be obtained by a passage in which Mr. Stanley, M.P., referred to one of the lady members of the Board, Miss Taylor.

Referring to Miss Taylor, he said her speech reminded him of an old fairy tale in which there were two girls, one of whom was rewarded by pearls and precious stones falling from her mouth, while from the mouth of the other fell vipers and toads. He would leave the Board to decide as to which Miss Taylor resembled. (Laughter.)

It was announced at this meeting that the Home Secretary had, previous to the discussion last week, ordered an enquiry to be made into the management of the school.

A few months ago, the schoolkeepers of the Board sent in a memorial, praying that a pension might be allowed to them when they are too old

to continue their work. The solicitor to the Board, to whom the question was referred, replied that the Board had no power to grant such a request, and the memorialists were, therefore, informed that the Board were not prepared to take any further action in the matter.

At the meeting of the London Board, on October 20th, a long discussion took place as to the charges the Board should make to persons who wished to make use of the schools on Sunday as Sunday schools. The following letter was read from the Assistant Under Secretary of State, concerning St. Paul's Industrial School, stating that Sir W. Harcourt was of opinion "that cause has been shown for grave complaint and dissatisfaction, and that the school requires thorough re-organisation :"—

Whitehall.

Gentlemen,—I am directed to acquaint you that, after a careful inquiry by the inspector into the past and present state of the St. Paul's Industrial School, Burdett Road, the Secretary of State is of opinion that cause has been shown for grave complaint and dissatisfaction, and that the school requires thorough re-organisation. He feels it his duty to call upon the managers at once to make a fresh appointment in the place of the superintendent, Mr. Hinchcliffe. A committee of managers must be appointed who will undertake to visit the school periodically, according to a rota, and to place on record the result of their visits. Provision must be made for the filling up of vacancies with regularity as they occur. The rules, the dietary, and the time-table must be submitted to the Secretary of State for revision, and the structural arrangements of the building amended to the satisfaction of the inspector. I am to add that the existing certificate can only be allowed to continue on the condition that complete effect is given to these requirements of the Secretary of State.—I am, &c.,

(Signed) GODFREY LUSHINGTON.

It was decided, notwithstanding the receipt of this letter, that the Board should hold an inquiry of its own; and a prolonged wrangle took place because the chairman had omitted the names of Mrs. Surr and Miss Taylor from the proposed committee, while including that of Mr. Stanley. Mrs. Surr gave notice of a motion, calling upon Mr. Scrutton, in consequence of the Home Secretary's letter, to resign his position as chairman of the Industrial Schools Committee; but this question was deferred to a future meeting.

The majority of the Earls Barton Board in Northamptonshire are full of wrath that the Department will not let them charge what fees in their school they think proper. Mr. Walker delivered a furious speech, from which the following passages appear in the report of the *School Board Chronicle*, "it is Church *versus* this Board School, and I care no more for the Church than ——;" "if those outside wish to rule this Board, let them come here and try it, and they will very soon get a bellyful."

The following paragraph appears in the report of the Grimsby Board for September 14th, under the heading of "A House Divided." The

husband was most anxious that his children should attend school, but he was opposed by his wife.

A HOUSE DIVIDED.

In the case of George Danforth, a ship carpenter, who appeared before the Board for not sending his three children—two girls and a boy—to school, the man stated that he was quite anxious that his children should go to school, but his wife opposed him. He often took them on their way at noon, but, acting on the instructions of the mother, as soon as he left them they ran away.

The Board expressed their sympathy with the man, but said they could not help him to bring his wife to a better state of mind. The officer would be instructed, however, to take out a summons at once in case of the children being again found in the street; and although the husband would have to pay the fine, it might be that the wife, if she really had any consideration for the well-being of her husband and family, would cease influencing the children so badly.

The Huddersfield Board have had a discussion on the difficulty which Board pupil-teachers experience in obtaining admission into training colleges, a motion having been proposed "That it is desirable the chief School Boards in the North should combine to establish a training college for Board teachers." It was admitted that the Wesleyans were as bad as the Church in this matter. The motion was carried.

At the meeting of the Liverpool Board, on October 6th, the following letter from the Education Department was read, in answer to an enquiry whether a denominational school was justified in refusing to admit children who came without shoes or stockings.

Sir,—I have the honour to acknowledge the receipt of your letter of the 4th March. I am to apologise for the delay which (through an inadvertence for which I am personally responsible) has occurred in your Board's receiving an answer to their inquiry about this case. My Lords do not think that the managers of a school would be justified in refusing to admit children on the ground that they were previously untaught. As regards shoeless or neglected children, they are of the same opinion. The pressure that may have to be brought upon parents to send their children in a decent condition to school will probably be best enforced by the children themselves, when they come to be mixed with others upon whom proper care is bestowed. As regards ragged or dirty children as a class, there are so many degrees of personal neglect, and of the offence which may be caused by it, that no general opinion can well be given. In such cases, if warnings failed to induce parents to send their children to school in such a condition as to satisfy the managers, it might be advisable to summon them before the magistrate, who would decide whether the objections of the managers to receive the children were reasonable or not. While my Lords sympathise with the School Board in the difficulties which meet them in enforcing attendance in certain classes of cases, they feel sure that the Board will acknowledge that no little consideration is due to managers of voluntary schools who receive no public funds except such as they may obtain by complying with the conditions of the Code. Their natural desire, therefore, is to keep up the character and efficiency of their schools by enforcing habits of neatness, decency, and order upon all attending them. The question of how far the work of educating ragged and neglected children may be divided between a School Board established to supply out of the rates educational deficiencies, and voluntary bodies receiving no such local support, is no doubt a difficult one; but if the existing school provision of a district is not made available for the population, on reasonable terms, school managers should bear it in mind that the Board always have it in their power, as a last resource, to propose to supply additional accommodation at the cost of the rates.—I have the honour to be, sir, your obedient servant,

F. R. SANDFORD.

The majority of the Norwich Board have had a long correspondence with the Lord President of the Council (Earl Spencer), on the question whether the Department, in case they all absented themselves from the next meeting, and failed to form a quorum, should declare them a Board in default, or simply order a fresh election. The Lord President and the Department persist in refusing to declare the Board a Board in default, as thereby they would, by either nominating or excluding the offending member, pronounce a decision on the matter in dispute, which they are determined not to do. At the next meeting, accordingly, no member attended but the vice-chairman, Mr. Daynes (with whom the other members refuse to act); and after waiting a quarter of an hour, the clerk announced that he should report the matter to the Department, and he presumed that it would result in a new election being ordered.

NATIONAL UNION OF ELEMENTARY TEACHERS.

MEETING OF THE EXECUTIVE.

An ordinary meeting of the Executive was held at 1, Adam Street, Adelphi, W.C., on Saturday, October 15th, at 11 a.m. Mr. J. R. Langler, B.A. (President), occupied the chair, and the following members were present :—Messrs. Sykes (Vice-President), Rankilor (Ex-President), Greenwood (Treasurer), Bagot, Baldwin, H. Clark, Cutler, Day, Devonshire, Gardner, Girling, Graves, Grove, Hamilton, Lethbridge, Maidment, E. W. Moore, M.A., H. J. Moore, Pitt, B.A., Russell, Scotson, C. Smith, Sneath, Tait, Wild, B.A., Wilson, Cross (South Midland), Genner (Northants), Tattersall (North Lancashire and Westmorland), Webb (East Lancashire), and Heller (Secretary). Letters expressing regret for non-attendance had been received from Messrs. Crowther and Calmady-Richardson. After the reading of the minutes, it was agreed that the election of an Assistant Secretary should take precedence of other business. Arrangements were made as to the mode of election, after which the Secretary read letters from Messrs. Maidment and Webb, two of the selected candidates who had been invited to meet the Executive, withdrawing their names. The other four candidates, viz., Messrs. Christian (Bermondsey), Harbour (Sheffield), Isaac (Liverpool), and James were in attendance. At the request of the President, the Secretary read the report of the Select Committee, presented to the previous meeting of the Executive.

The candidates were severally introduced, their applications and testimonials examined, and questions put to them by the President and members of the Executive. Each had the opportunity of addressing to the Executive any remarks they thought proper as to the nature and work of the office they were seeking.

After the candidates had been seen,

Mr. Greenwood moved, and Mr. H. J. Moore seconded, a motion for proceeding at once with the election, to which an amendment was moved by Messrs. Girling and Sykes postponing the election for future consideration.

After a discussion, in which Messrs. Rankilor, Russell, Maidment, Tait, Devonshire, Wild, Baldwin, Grove, and Heller took part, the amendment was rejected by 21 votes to 6, and it was agreed to proceed at once.

A series of ballots were taken, the candidate having the smallest number of votes in each ballot being struck off the list. At the end of the first ballot, Mr. Isaac's name was eliminated; at the second, that of Mr. Arbour; and, at the third, that of Mr. Christian. The successful candidate, Mr. Charles James, received a large majority of votes in each ballot, and he was finally elected by a resolution carried *nem. con.*

Mr. James has been for five years the clerk in the office of the N.U.E.T., where he has rendered good and faithful service, both as a clerk and an expert shorthand reporter. He was, until entering the service of the Union, engaged in practical school work, having been for five years a pupil teacher at the British School, Daventry. He proceeded to the Borough-road Training College, where he remained two years, and always took a high position in the various examinations. He holds eight advanced science certificates, and has a fair knowledge of French, Latin, and Greek. He is also an able and experienced shorthand writer, and is very highly spoken of by the General Secretary. For nearly two years he was master of the British School, Godmanchester, where he obtained his parchment certificate. For the past five years he has had experience in the general work of the Union, and has from time to time, in the absence of the General Secretary from London, undertaken the work of all the committees and the general supervision of the office.

The Executive agreed, on the motion of Messrs. Wild and Hamilton, that the new appointment should take effect from the 1st day of January, 1882, and that the salary should be £250 per annum.

Mr. Greenwood (treasurer) brought up the following financial statement :—

TREASURER'S STATEMENT FOR THE PERIOD FROM SEPT. 8TH TO SEPT. 24TH, 1881.

RECEIPTS.	£	s.	d.	EXPENDITURE	£	s.	d.
To Subscriptions	47	4	3	By Balance due to Reserve Fund, September 8th	56	12	11
,, Advertisements	9	5	10	,, Secretary's Travelling Expenses	10	11	1
,, Repayment of Loan (Moiety)	8	10	0	,, Postage	2	8	0
,, Enquiry Fees	0	5	0	,, Printing and Stationery	0	17	8
,, Loan from Reserve Fund	5	7	11	,, Stamps and Petty Cash	0	3	4
	£70	13	0		£70	13	0

RESERVE FUND ACCOUNT.

DR.		CR.	
To Donations	£251 13 7	By Loan to General Fund	£5 7 11
		,, Balance in hand, Sept. 24th	246 5 8
	£251 13 7		£251 13 7

(Signed) RD. GREENWOOD, Treasurer.

Mr. Greenwood (Treasurer) to move "That the statement be now received and adopted."

Mr. Girling and Mr. Wild drew attention to the fact that a large number of associations had not yet paid any part of their subscriptions for the current year, and that the cheques for salaries due last month had not been drawn.

Mr. Greenwood said he wished the local associations would be more diligent in collecting their subscriptions early in the year, as it greatly embarrassed the Executive and weakened the associations.

It was agreed, on the motion of Messrs. Greenwood and Graves, "That it be an instruction to the Finance Committee to consider the whole question of securing an earlier payment of subscription by local associations." It was also decided that the travelling expenses of the gentlemen who had met the Executive as candidates for the assistant secretaryship should be paid.

The Sixth Report of the Finance Committee, the Secretary's Monthly Report for September, the Eighth and Ninth Reports of the Parliamentary and Law Committee, the Ninth and Tenth Reports of the Organisation Committee, the general motions, and a mass of correspondence were all postponed, owing to the late hour. The secretary's report for September was then read.

The Executive adjourned at 3-35 p.m., after a vote of thanks had been given to the chairman.

The following subscriptions from local associations have been received since October 4th: Bourne and Billingborough, £1 10s.; Vale of Derwent, 2s. 6d.; Craven, £2 15s.; Wallingford, £1; Preston, £2; Patrington, £1 15s.; Mansfield, 7s. 6d.; Marylebone, £4 17s. 6d.; East London, £25; Norwich, £2 15s.; Newcastle and Gateshead, £5; Kendal, £1 10s.; Stockbridge and Andover, £2 5s.: Thames Valley, £2 10s.; Redhill, 12s. 6d.; Stroud Vale, £4; Furness, £4 7s. 6d.; Aylesbury, 10s.; Oldham, £8; Launceston, £1 5s.; Stourbridge, 7s. 6d.; Hay, 7s. 6d.; Southwark, £13 5s.; North Staffordshire, £8 2s. 6d.; Chatteris, £1 5s.; Teign and Dart, £6 10s.; and Market Harborough, 12s. 6d.

THE TEACHERS' ORPHANAGE AND ORPHAN FUND.

At the monthly meeting of the Council, held on October 14th, the following members were present: Mr. Wells, in the chair, Messrs. Devonshire (Treasurer), Langler, B.A., Greenwood, Rankilor, Day, T. Gardner, Genner, Morrell, Tottle, Waugh, Webb, and Mrs. Burgwin. Mr. James attended for the Secretary. Mr. Waugh reported the work of the Sub-Committee in preparing an alphabetical list of all contributors. Mr. Devonshire raised the question whether the Council would be prepared to pay any part of the salary of the Assistant Secretary of the Union, provided he devoted a certain portion of his time to that work. A long discussion took place but no resolution was moved, as the Council had already agreed to request the Central Committee to confer with them as to the appointment of an Assistant Secretary for these two Funds. Mr. Devonshire presented his financial statement for the quarter, which showed a balance of £772 12s. 7d. in the bank. It was agreed to invest another £500. Cheques were drawn for £68 5s., orphan allowances for quarter, and £1 16s.8d. petty expenses. A vote of thanks was given to Mr. Knight, Weston, Bath, who had sent up £2, which completed his donation as a life subscriber. A vote of thanks was given to the Chairman.

THE TEACHERS' BENEVOLENT FUND.

At the monthly meeting of the Central Committee, held on October 17th, the following members were present:—Messrs. Morgan (Chairman), Tomlinson (Vice-Chairman), Cory, Day, Pink, Pitt, B.A., Voisey, and Wild, B.A., and Mr. Jones. Mr. James attended for the Secretary. The Chairman reported correspondence in reference to voting power in connection with the Sheffield Bazaar. The Treasurer's statement for the quarter ending October 14th was presented by Mr. Wild (for Treasurer). It showed a balance in hand of £133 14s. 5½d., as against £119 16s. 1d. at the end of last quarter. Applications for relief and loans were considered and disposed of by the Committee. A revised draft form of application for temporary relief, prepared by the Secretary at the request of the Committee, was submitted, but it was agreed to postpone the consideration of it in order that a copy might be sent to each member. A circular has been issued to the local boards in accordance with a resolution of last meeting, and the replies which have been received were reported. The Committee took into consideration an invitation from the Orphanage Council to a conference as to the desirability of appointing an Assistant Secretary for the two Funds. A letter from the Secretary was read reporting that an Assistant Secretary had been appointed for the Union, and suggesting that this might possibly render the appointment of a separate Assistant Secretary unnecessary. Messrs. Morgan, Hilton, Cory, and Cutler were appointed to confer with the Orphanage Council. Letters were read thanking the Committee for relief granted. The Committee formally recognised the South Essex Local Board. It was agreed that votes should be given to the donors of goods to the Sheffield Bazaar, the value to be assessed by the receivers. A vote of thanks to the Chairman concluded the proceedings.

EDUCATIONAL NEWS.

THE REPORT OF THE COMMITTEE OF COUNCIL ON EDUCATION.

(Continued from page 240).

SCHOOL BOARDS AND SCHOOL ATTENDANCE COMMITTEES. IV.—LOCAL ORGANISATION.

i.—*School Boards.*

The first object of the Education Act of 1870 was to secure a supply of suitable school accommodation sufficient to meet the requirements of the country. Where voluntary effort failed to provide this supply, in any district, the Department was directed to order the election of a school board, armed with full powers to make up the deficiency. We have shown how far this object has been accomplished by the end of the past year, in schools receiving annual aid, without taking into account the large number of schools, more or less efficient, which are not yearly visited by our inspectors.

In the year ending 31st of August, 1880, the number of board schools increased from 3,139 to 3,433; while the accommodation in these schools increased from 1,016,164 to 1,082,634; and the average attendance from 669,741 to 769,252.

The population of England and Wales in 1871 was—

1. In the Metropolitan District	3,266,987
2. In 223* municipal boroughs	6,512,611
3. In 14,094† civil parishes	12,932,668
	22,712,266

1. The formation of a school board for London was prescribed by the Act of 1870.

2. Up to the 1st of April, 1881, the date up to which the following statistics have been corrected, boards have been established in 131 *boroughs*, with a population of 5,727,040. In 21 of these the election was compulsory, to supply a deficiency which could not be met without the aid of rates. In the remaining 110 cases the election was ordered on the voluntary application of the municipal authorities.

The following statement shows the proportion of the urban population which has been placed under the jurisdiction of school boards. According to the census of 1871 there were 13 towns in England with a population exceeding 100,000. All of these towns have boards. There are 21 towns whose population ranges from 50,000 to 100,000. All of these have boards, except Preston (85,427) and Stockport (53,014); and there are 69 towns with a population between 20,000 and 50,000, of which 48 have, and 21‡ have not, school boards.

3. Of 1,920 school boards in towns (unincorporated) and rural districts 1,000 have been elected under compulsory orders from the Department, 63 were elected to meet deficiences caused by the closing of schools by the managers; while the remaining 857 have been called into existence by the voluntary application of the ratepayers.

During the year ending 31st March, 1881, we have issued one order creating a new school board in a borough (Stratford-on-Avon), and orders for 68 boards for 100 parishes, and 755 orders for the triennial elections of school boards. The borough board and 38 of the parish boards were formed compulsorily. 349 casual vacancies on school boards have, under the 44th section, been filled up by the remaining members of the board during the same period.

4. The population under school boards may be summed up thus:—

	England.		
1	London	3,266,987	
115	Boards in 115 (out of 216) boroughs	5,541,458	
1,655	„ 2,356 parishes	3,707,185	
1,771			12,515,630
	Wales.		
15	Boards in 15 (out of 22) boroughs.....	185,582	
265	„ 417 parishes	617,280	
2,051			802,862
			13,318,492

Leaving out London, the population for which school boards have been formed compulsorily amounts to 2,550,859.

II.—SCHOOL ATTENDANCE COMMITTEES.

The Elementary Education Act of 1876, which came into operation on the 1st of January, 1877, provides for the appointment of a school attendance committee for every borough and parish for which a school board has not been elected.

* Sixteen new municipal boroughs have been formed since that date.

† Including 238 parishes partly within and partly without municipal boroughs, the extra municipal parts of these parishes being under the Act treated as separate districts.

‡ These are Accrington, Bilston, Birkenhead, Bury, Cambridge, Chatham, Cheltenham, Chester, Colchester, Dover, Gorton, Heywood, Leamington,§ Lincoln, Over Darwen, St. Helens, Shrewsbury, Torquay, Warrington, West Derby, and York.

§ A school board has now been formed for Leamington.

We find that school attendance committees have been appointed in all the municipal boroughs (108) which are not under the jurisdiction of school boards, and in all those unions (584) of which any portion is not under the jurisdiction of a school board. We have, further, under the 33rd section of the Act of 1876, issued 69 orders authorising urban sanitary authorities to appoint school attendance committees for the parishes under the jurisdiction of these authorities, to the exclusion of the school attendance committees appointed by the guardians of the unions comprising these parishes.

The total population under school attendance committees is therefore :—

England.

101 Boroughs	1,288,753	
69 Urban Sanitary Districts	644,575	
538 Unions	7,046,173	
		8,979,501

Wales.

7 Boroughs	32,436	
— Urban Sanitary Districts	—	
46 Unions	381,837	
		414,273
		9,393,774

BYELAWS.

By the 1st of April, 1880, byelaws for enforcing the attendance of children at school had been sanctioned by Your Majesty, in accordance with the terms of the Acts of 1870 (sec. 74) and 1876 (sec. 21), on the application of the school boards of—

1. London, with a population of	3,266,987
2. 126 municipal boroughs	5,704,067
3. 1,764 civil parishes	3,634,399
	12,605,453

and the School Attendance Committees of—

81 boroughs	1,134,919
56 urban sanitary districts	531,285
1,470 parishes under 261 unions	1,999,501
	3,665,705

By the 26th of August last, when the Elementary Education Act, 1880, became law, the population under bye-laws had increased to 16,652,596, of whom 12,715,002 were in school board districts, and 3,937,594 under the jurisdiction of school attendance committees.

Immediately on the passing of the Education Act, 1880, the Education Department issued circulars, dated 28th August, 1880, to all local educational authorities which had not submitted bye-laws for the districts under their authority. These numbered 450 out of 2,600 school boards, 20 out of 109 borough school attendance committees, and 7 out of 67 urban sanitary committees; while out of 584 unions having school attendance committees, although 275 of them were already enforcing bye-laws made, under the Act of 1876, at the special request of the parishes for which they were passed, in only 15 of them were *all* the parishes in the union covered by the bye-laws.

On the despatch of the circular of 28th August the Department immediately received large numbers of bye-laws from the various local authorities, and the correspondence involved by this increase of work was for some months very heavy. This will readily be understood when it is stated that upwards of 1,200 sets of bye-laws have been submitted to Your Majesty in Council since August, 1880.

In all cases the local authorities were required to submit their byelaws on the model form framed by the Department when the Act of 1876 came into force, which had already proved of so much convenience in insuring uniformity throughout the

country. Compulsion was insisted on for all children between 5 and 13, and while the standards for total and partial exemption were in no case allowed to be lower than the fourth and second respectively, every endeavour was made to secure standards as high as the circumstances of each district appeared to warrant.

Out of 544 sets of union byelaws which have as yet been sanctioned, the following tables will show—

(*a*). The number of miles adopted as the "distance excuse," and (*b* and *c*) the standards enacted for total and partial exemption from attendance at school:—

Distance Excuse.	Number of Unions which have adopted.
Miles.	
1*	12
2	360
3	172

(*b*.) Standards for total exemption of child over 10 years old; number which have adopted:—

Standard.	Number of Unions.
V.	141
IV.	403

(*c*.) Standard for partial exemption of similar children:—

Standard.	Number of Unions.
IV.	69
III.	370
II.	90

The Department then proceeded to frame byelaws for the outstanding cases, a list of which is given in the appendix, distinguishing, in the case of boards, the date of their election, and whether voluntarily established or formed compulsorily by the Department, and in the case of the unions the number of parishes brought under the operation of the byelaws. The population thus dealt with amounted to 268,736, of which 70,699 were under school boards.

In the byelaws made by the Department, two miles were adopted as the "distance excuse." Standards V. and III. were prescribed respectively for the total and partial exemption of children over 10 years of age; and, without very strong reasons urged against these standards by the local authorities, no relaxation of them has been allowed.

Every endeavour has been made in dealing with the large number of cases submitted to the Department within so short a time to obtain the sanction of Your Majesty in Council with as little delay as possible. Nearly all the byelaws have already received this sanction, and been forwarded to the local authorities responsible for carrying them into effect, and within a few weeks direct compulsion will be the law for all children between 5 and 13 years of age throughout the whole population of England and Wales.

* For Infants only.

The National Schoolmaster.

SUMMARY.

MATTERS relating to the St. Paul's Industrial School have advanced somewhat since the information concerning them in other parts of our paper was written. Mr. Scrutton, the manager of the School, and chairman of the Industrial Schools Committee of the London Board, having placed himself in the hands of the Committee, the post of chairman was declared vacant, and Mr. Spicer elected to fill that position. A resolution passed by the Committee thanking Mr. Scrutton for "the very able and impartial manner in which he has performed the duties of chairman of the Industrial Schools' Committee," was not confirmed at the meeting of the Board on Thursday last, November 24th. Its omission from the report was carried by 15 to 14 votes. At this meeting Mrs. Surr gave notice of a motion to the effect that "six months' notice be given to the Home Secretary of the intention of the Board to discontinue the use of the ship *Shaftesbury*, and that the Industrial Schools' Committee be instructed to negotiate the sale of that vessel, on the best terms possible." Sir W. Harcourt has sent the following letter to the London Board, in answer to their suggestion that he should institute criminal proceedings against the persons responsible for the mismanagement of the School. He has referred the matter, he says, to the decision of the Public Prosecutor.

"Sir,—With reference to the letter of the School Board for London, dated the 11th of November, and received at the Home Office on the 12th instant, I am directed by Secretary Sir William Vernon Harcourt to observe that this letter was received after the decision of the Secretary of State had been taken to close St. Paul's Industrial School, as communicated to the School Board in a letter from this Department of November 11th. The request contained in the letter of the School Board, that the Secretary of State should undertake a further official inquiry, and, if necessary, follow it up with such further proceedings as might be demanded by the evidence, might, perhaps, be regarded as superseded by a proceeding which the Secretary of State had resolved upon for the reasons stated in his letter of the 11th instant. But as the Secretary of State is of opinion that this is a case in which it is desirable that the fullest light should be thrown upon the whole subject-matter, he has carefully considered what further inquiry can be usefully undertaken beyond the departmental

inquiry which has already taken place. The Secretary of State has no power by law to institute, on his own authority, any inquiry on which the witnesses can be examined on oath; and in his opinion no inquiry resting on unsworn testimony would lead, in the present state of things, to any satisfactory or practical conclusion. He has, therefore, determined to remit the whole matter to the Public Prosecutor, to whom belongs the duty of considering independently whether the facts of the case call for, and justify, any criminal proceeding in which the matter could be judicially investigated. But the defects revealed in this instance raise questions which have a wider importance than the particular issue of the management of St. Paul's Industrial School, and which involve the whole principle on which the Industrial School system is founded, and under which large sums of public money are granted for their support. The Secretary of State is of opinion that the time is come when the whole matter should be submitted to the investigation of an important and independent authority; and he proposes to take measures to establish such an inquiry."

On Monday, November 14th, Earl Spencer received a deputation from the Roman Catholic body on the subject of the new "Proposals," and before hearing the arguments of the speakers, he expressed his regret that, owing to illness, Mr. Mundella would not be able to attend. Cardinal Manning, addressing the Lord President, who was accompanied by some of the officials of the Education office and three inspectors, said that if the proposals were carried into effect, the grant ought to be increased, as a large increase in the expense of management would ensue. He condemned the proposition to examine children who had been on the register six months, and also spoke unfavourably of the "special merit clause" and examination by sample. Earl Spencer, interrupting for a moment the Cardinal's remarks, made the following explanation:—

It may be convenient if I corrected at once an error into which your Eminence may have fallen. Of course, it is difficult to follow hypothetical cases, but I think a great deal of misapprehension has arisen from the report of a speech of mine in the House of Lords. In that speech I referred entirely to a hypothetical case, and in order to make the figure easy, I put it at 10s.; but it was not intended that the total grant should be reduced to 10s. I do not think my words, if looked at carefully, will bear the construction put upon them; but they have been interpreted through the country as meaning that the grant was to be 10s. That is not the case, for we have not yet settled it. The intention was to take the average that could be gained, and so to arrange it that the grant would practically come to almost the same thing as it does now. I wish to make that correction of what I said in the House of Lords, as it may save much trouble hereafter.

Cardinal Manning then went on to complain of the unsatisfactory nature of the religious instruction given under the School Boards, and feared the education of the country might lose its Christian and religious character, as it has already done in the school systems of France, Germany, and the United States. He suggested that a Royal Commission should be issued to inquire into this subject.

Earl Spencer, in his reply, said he was not in a position to encourage Cardinal Manning to hope that the Government would propose a Royal Commission on the subject of religious instruction, which was a question the Government hoped had been set at rest. He disclaimed, on the part

of the Department, any desire to crush out voluntary schools. It was not the intention of Mr. Mundella and himself to damage voluntary schools by these proposals. "The worst of the schools would receive probably a less grant, but the average schools would receive about the same."

We give below the conclusions to which the Standing Committee of the National Society have come, regarding the probable action of the new "Proposals." They are of opinion that "a higher rate of grant would be required to place the majority of schools in as favourable a position as heretofore." They are also of opinion that the tendency of the proposals is to place at a great disadvantage schools situated in rural districts, and among the poorest class of the population in large towns.

Memorial to the Lord President and the Vice-President of the Council, with reference to the "Proposals" for the Revision of the Education Code.

The National Society, while acknowledging the value of several of the "Proposals" that have been recently published by the Education Department, and while cordially approving, in particular, of the main proposal to pay the examination grant (under Article 19 B) on the average attendance, instead of paying it on account of individual scholars, begs leave to submit to the Lord President and the Vice-President the following considerations:—

1. That, inasmuch as the question of cost is a necessary element of consideration, and as many of the "Proposals" bear directly upon finance, it is impossible to judge fairly of their results upon the various classes of schools without further particulars as to the rate at which the grant will be assessed.
2. That in the "Proposals" of the Department the requirements as to (*a*) staff, (*b*) standards of instruction, and (*c*) apparatus (see especially sections, 8, 34, 35, and 36), are much higher than under the present system, and that, therefore, a higher rate of grant would be required to place the majority of schools in as favourable a position as heretofore.
3. That the tendency of the "Proposals" (see especially sections 4, 6, 24, and 28, and schedules), if the rules which they embody are applied uniformly to all schools, will be to place at a great disadvantage those that are situated in rural districts and amongst the poorest class of the population in large towns.

It is, therefore, respectfully urged:—

1. That the rate at which it is proposed to assess the grants may be made known without delay.
2. That the average attendance grant at present allowed (under Article 19 A of the Code), and which the secretary of the Education Department has stated will form part of the school income under the proposed system, may be increased in amount.
3. That the circumstances of each particular school may be taken into account when Her Majesty's inspector decides upon "*special merit*" (under section 6 of the "Proposals").
4. That in the proposed Code special regard may be had to half-time scholars and half-time schools.
5. And, generally, that the case of schools in rural districts, and amongst the poorest class of the population, where education is carried on at considerable cost, and where it is surrounded by special difficulties, may receive special consideration in framing the conditions upon which the grants are to be payable.

It is likewise desired to call the attention of the Lord President and the Vice-President to the accompanying document, which contains remarks in detail upon the paper of "Proposals" issued by the Department.

In their detailed remarks concerning the "Proposals," the society recommend the retention of the 250 attendances, or failing that, the substitution of nine months for six months. They object to be obliged to teach boys to sew and knit; they view with some misgiving the "special merit clause," and strongly urge that if it is adopted, the inspectors should be directed to take into account the circumstances of each particular school. With regard to "Proposal 8," they think the grant should be increased to meet the increased cost. The abolition of stipendiary monitors is strongly objected to, and two sets of reading books are considered sufficient.

The majority of the London Board, in their attack upon denominational training colleges, have roused the indignation of Nonconformists as well as Churchmen. The following is a copy of a letter which Dr. Rigg has sent to Mr. Lyulph Stanley, M.P., in which he expresses the opinion that "it is particularly necessary just now that the rashness of public comment as to educational matters should be chastened by a sense of public responsibility."

"Wesleyan Training College, Westminster, S.W.,
"November 14, 1881.

"Sir,—You are reported, in the *School Guardian*, of the 12th instant, as having made public reflections on the discipline of this college calculated to lower it in public esteem, alleging that you have facts before you to support your statements.

"No inquiry having been made of me by you in regard to the accuracy of such alleged facts, the statements on which you rely must of necessity be *ex parte*.

"I have therefore to say, in the first instance, that such a public *ex parte* statement, reflecting on the character of this training college, was in itself a violation of the first principles of public justice.

"In the next place, I have to demand that you will lay your alleged facts before the Education Department of the Committee of Privy Council, in order that there may be a full investigation of the matter.

"The high character which this college has now maintained for thirty years will not, I know, suffer by such an investigation.

"At the same time it is particularly necessary just now that the rashness of public comment as to educational matters should be chastened by a sense of public responsibility.

"I remain, Sir,
"Your obedient servant,

"The Hon. Lyulph Stanley, M.P." "James H. Rigg."

On Wednesday, November 23rd, a deputation representing the whole of the Wesleyan body had an interview with Earl Spencer and Mr. Mundella, accompanied by some of the officials of the Education Department, to present a memorandum of observations on the proposals for the revision of the Code. We give two important paragraphs of this

memorandum below; the first of which recommends a new method of apportioning the grant, the second an increase in the amount of the grant if the proposals are incorporated into the Code.

The Wesleyan Education Committee regard the principle of Proposal 14 as unsound, and are of opinion that any payment directly dependent upon the results of individual examination should occupy a comparatively subordinate position, and should no longer continue to be a leading feature in the arrangements of the Code. Bearing all these things in mind, the Committee venture respectfully to submit to your lordships the desirableness of distributing the principal amount of grant made to each school on the threefold basis of average attendance, the results of individual examination, and "special merit," in proportions mentioned below. They suggest that of this principal amount the largest proportion should be payable simply and directly on the average attendance without examination. They also suggest that a smaller share of this principal amount might be made payable in direct proportion to the results of the examination under the prescribed standards. They further suggest that a third proportion might with advantage be made payable on the ground of "special merit," as provided by proposal 6. The Committee therefore suggest that, exclusive of the grants made for "sewing" and "music" and for "class" and "specific subject," which would be separately calculated and paid on a special scale to be determined by your lordships, the proportions to be paid under each of the heads just named should be as follows, viz.: Five-tenths on average attendance without examination; three-tenths on results of standard examination; two-tenths for "special merit," as defined by proposal 6. With respect to grants on behalf of scholars below Standand I., the Committee suggest that, exclusive of the grant for music, they be payable as follows: Seven-tenths on average attendance without examination; two-tenths on the condition named under proposal 9; one-tenth for "special merit" as defined by proposal 6. The Committee desire specially to direct the attention of your lordships to the fact that, as the expense of maintaining the schools will, by your lordships' proposals, be made considerably greater than heretofore, it will be necessary that the total grant should be calculated on a higher scale than hitherto if the financial position of the schools, and especially of the voluntary schools, is not to be injured. On the one hand, the proportionate amount of teaching power in the schools would be increased, while the liberty of employing subordinate and less costly agencies would be greatly restricted, so that a much larger proportion of certificated teachers would in future be necessary. On the other hand, the earning power of the schools would be considerably reduced—(*a*) by the removal of the incentive to regular attendance (involving payment of fees) which now arises from the requiring 250 attendances as a condition of examination; (*b*) by the exclusion from examination in specific subjects of scholars in Standard IV.; (*c*) by the proposed change with respect to the music grant; and (*d*) by the lowering of the percentage of passes which will be consequent upon subjecting to examination scholars who have attended less than 250 times. The general effect must be to increase the difficulty of maintaining voluntary schools. Many of them would be seriously crippled financially, and not a few of them would probably be obliged to close their doors, unless the ratio of Government grant were considerably increased. If, as the Lord President and the Vice-President are understood to have said, the rate of grant from the Imperial Exchequer is not in future to exceed that of former years, the consequences must be disastrous. Voluntary schools, which are already at a serious disadvantage in their working as compared with the rate-aided schools, would, by the adoption of the said Proposals, be placed at a still greater disadvantage. Board Schools must necessarily survive any adverse financial regulations, whilst even a temporary diminution of income would inevitably lead to the closing of some of the schools not supported by rates.

With regard to the Special Merit Clause, the Wesleyan Committee heartily approve of its general principle, but are of opinion that its satisfactory working will depend upon the wisdom and equity with which it is carried out by H. M. Inspectors.

Referring to the Proposals in detail, the Committee disapprove of proposal 32. "They remain of the opinion formerly and repeatedly expressed that no stated minister of religion should be employed in schools receiving government aid." They also object to the abolition of stipendiary monitors. After Dr. Rigg and other speakers had addressed the ministers, Earl Spencer replied, disclaiming any desire to injure any particular class of schools; Mr. Mundella followed the noble Earl—he wished they were altogether free from money considerations.

We are not infallible, and do not expect to propose infallible suggestions the first time we submit them. We hope when we place these on the table of the Houses of Parliament, having heard the opinions of every class on the recommendations, that we shall have arrived at the best method of administering the education grant. I wish we were really free from all money considerations. There is no doubt the money consideration has done a great deal to make teachers—ay, and managers and others—eager for one thing—viz., "How shall we screw the last farthing out of the Government?" Well, we want as far as we can to obtain more progress in education, and less of this conflict between the schools and the public exchequer. On some of the details I should like to say a word. One of the main questions to which you have drawn attention is the cost in relation to the grant. You think that our scheme would increase the cost, and by decreasing the number of pupil teachers requiring a large number of certificates, and not allowing the manager to recompense his teacher. But you have not said anything about one side of that question on which I think there is something to be said. Would not increased efficiency of teaching increase the attendance of the children, and, consequently, increase the grant-earning power of your school? Let me say to you that you have been steadily increasing your earnings and the quality of your teaching, and your earning has increased as the quality of your teaching has increased; and your own voluntary subscriptions have been sadly decreasing in the same proportions. Now it is the fact that a child at one time educated at your school cost you £1 14s. 7d., and your voluntary subscription for that child's education to-day only costs you 2s. 7d. When the Education Act passed, it cost you more than double that. Now is there not something to be said on that point? Do you not think that there is left vast scope for improvement in your education, and that with a better class of teachers you might earn a larger grant? I ask you not to take a narrow view of this. I admit there is something to be said on your side, and that perhaps we have strung it up too tight. That is a question to be considered. We must not squeeze the small schools, and of course we do not want to squeeze the large ones where it would injure them at all.

Mr. Mundella seemed to feel a little hurt that the Wesleyans should object to a clergyman teaching in the night school. He thought they were the last people who ought to object to it, as they kept their school teachers very largely as religious teachers.

But there are many other points to which you refer in your memorandum, some of them suggestive and well worthy of consideration, and one or two from which I should disagree. You object, for instance, to the clergymen teaching in the night schools. I should like to refer to that, for if anybody is responsible for that I am the man, and I take the responsibility of it. You say, "The committee disapprove this proposal. They remain of the opinion, formerly and repeatedly expressed, that no stated minister of religion should be employed in schools receiving Government aid." Now, you know, gentlemen, what we propose to do here is to extend the usefulness of the night schools, so that children of eleven years of age who have left school to follow the plough may be brought to the school and continue their education, and be taught something of what we call "specific subjects"—botany, geography, &c. You know the only man in the village that can teach such a subject is the clergyman or curate, and the only man at leisure will be the clergyman. I cannot see why you

should object at all to a clergyman. You are the last people that I think ought to object to it. You keep your school teachers very largely as religious teachers, and your rural preachers are among the most useful men in the country in their own department; but nobody objects to their teaching every day in the week. Now, surely there is no harm done in a clergyman teaching in a night school a rustic who has passed out of the day school? And I cannot think that there can be any conflict of opinion upon that when you come to reflect upon it. Mr. Mundella, in conclusion, invited the deputation at any time to call upon him on any matter of education on which they experienced any difficulty.

REVIEWS.

The New Plutarch—Sir John Franklin. By A. H. Beesley, M.A. London: Marcus Ward and Co.

We are glad to see amid the multitude of fictitious adventures, published in the present day, that at last we have come across a book of adventures, pleasantly written, and founded on fact. The boys who so eagerly devour novels of adventure would surely read with avidity the history of such a life as that of Sir John Franklin. The book is very interesting from beginning to end, and it would make an admirable prize for a boy in the upper standards. It is also just the book that should be ordered for school and parish libraries.

The Civil Service Coach. By Stanley Saville, of H.M. Civil Service. London: Crosby, Lockwood, and Co.

Mr. Saville has drawn up a very useful handbook for candidates for Civil Service appointments. The advice he gives is plain, sensible, and good, and while on such subjects as arithmetic and geography he does not pretend, of course, to dispense with text-books, yet, on matters where manuals are wanting, such as digesting returns into summaries, and official bookkeeping, the chapters in this work are expanded into sufficient length to supply the want. A good index adds to the value of the work.

The Universal Instructor, or Self-Culture for all. Volume I. Ward, Lock, and Tyler.

We are able to speak in terms of high praise of this excellent compendium of studies. And perhaps we shall best give the reader a notion of the value of the work, by a simple enumeration of the subjects, on which full and complete elementary instruction is given. The list comprises, Arithmetic, by G. Vere Benson, M.A.; Astronomy, by E. Nelson; Botany, by L. H. Grindon; Chemistry, by A. E. Spencer; English Grammar, by L. Toulmin Smith; French Grammar and Pronunciation, by Jules A. L. Kuntz; Physical Geography, by G. R. Emerson; Geology, by J. T. Young, F.G.S.; German, by H. W. Dulcken, Ph. D.; Ancient History, by G. R. Emerson; Modern History, by H. W. Dulcken, Ph. D.; Latin, by T. H. L. Leary, D.C.L.; Music, by John Curwen; Penmanship, by W. J. E. Crane. Interspersed between these lessons, are a series of papers on different subjects, under the general heading of "The Friendly Counsellor." Amongst other subjects treated of, we may mention the following: "Education as an investment"; "Work and overwork;" "The Economy of Time;" "Secrets of Success." There is no doubt this work is a marvel of cheapness, and we may add that it is remarkably well illustrated. In the first volume, from 24 to 26 lessons are given on all the subjects we have enumerated. Of course, the great test to apply to such a work is, has a student any chance of success in trying to master any of these sciences without the aid of a tutor? The answer must be, that it depends altogether on the powers of application which the learner possesses. A tutor is more necessary to bring gentle and steady force on the mind of the pupil to thoroughly master the elementary groundwork of a science, than to explain difficulties that occur in the course of its study. All that can be done to supply the place of a tutor, it seems to us the writers of the lessons have done. We are quite sure a book of this kind would be a valuable addition to the bookcase of every schoolmaster and pupil-teacher in the country.

Ward and Lock's Illustrated History of the World. In Monthly Parts.

We like the plan of this work very much. It is rather a difficult matter to draw up a consecutive history of the world; but the writer, after a general introduction on the history of the heathen world, commences with the history of the Oriental nations, dealing in this number with the Chinese, Babylonians, Assyrians, and Egyptians. The work is capitally printed on good paper, and is splendidly illustrated. Any of our readers having a few pence to spare, and desirous of obtaining a knowledge of history somewhat beyond the ordinary, could not do better than purchase these numbers as they come out. A monthly instalment of such a work can be easily read and digested; and by this means, in twelve months, an amount of matter can be gone through, and intelligently assimilated, that in its huge bulk as a volume would affright the reader. An excellent coloured chart on the "World and its Races" is given with the first number.

A School Physical and Descriptive Geography. By Keith Johnston, F.R.G.S. London: E. Stanford.

This is a cheaper edition of a larger work on Geography, by the late Mr. Keith Johnston. We are glad to see from the following extract from the preface, that it is not an abridgment. "The whole of the strictly geographical information has been retained; but by omitting the historical sketch, as well as the elaborately printed maps, it has become possible to reduce the price so considerably as to place the book within the reach, not only of the teachers, but also of their pupils." There is no doubt it is a great advantage for pupil-teachers, and schoolmasters and mistresses, to have at their command a work on geography written by one of the most eminent Professors on the subject. At the same time, if we might offer advice on the matter, we should recommend the use of this book rather as a *reading-book* than a *text-book*. The text-book, with its dreary summary of facts, leaves the mind thirsting after more knowledge, and knowledge of a more curious and interesting kind. How seldom, for instance, do we find any matter so interesting as the following in an elementary work on geography.

> Only within recent years, and chiefly in connection with the laying of telegraph cables from one continent to another, has attention been turned to the depth of the sea, and the form of its bed beyond the mere margin of its shores. The North Atlantic has now been sounded in many directions, so that a general plan of its trough can be made with some accuracy; elsewhere, as in the South Atlantic, the Indian Ocean and Pacific, accurate soundings are as yet fewer in number. The greatest depth yet found by trustworthy sounding, does not exceed 27,900 feet, a depth which was found by the scientific expedition sent out by the United States in 1873, near the Kurile Islands, north of Japan in the Pacific. Greater depths than this may remain to be found in the still unsounded regions of the sea bed. Although no depth has yet been sounded that exceeds the greatest height known on the land; the average depth of the sea proves to be very much greater than the mean elevation of the land. The average depth of the North Atlantic amounts to about 12,000 feet, and there is every reason to believe that the Pacific, and the other great oceans, are not shallower than this.

This is a sample of the kind of matter not found in the ordinary geography, yet which it is desirable for the student to know. The mind naturally fastens upon such statements as these, and they give a unity and completeness to the study of geography which is wanting in a more strictly elementary course. In the 400 closely printed pages of the present work, the teacher will find a wealth of information on all points relating to geography that will be a veritable godsend to any one that is really anxious to obtain a sound mastery of geographical knowledge. For this very reason, as we have before stated, the book may not serve very well as a text-book of geography. It does not contain lists of the English, Scotch, or Irish counties and county-towns; its political information relating to Great Britain is but meagre, and we have scarcely been able to find in it any facts relating to Ireland. Such towns as Waterford and Kilkenny, for instance, are not mentioned in the book. The continent of Asia has about the same space allotted to it as that of Europe; consequently it is treated too fully to be got up *seriatim* by a pupil teacher in one of our schools. About seventeen closely-printed pages are devoted to the geography of Chinese Asia, and such countries as Arabia and Asiatic Turkey are treated with unusual fulness. Three beautifully-coloured charts, and five coloured physical maps add considerably to the value of the work.

THE REVISION OF THE CODE.

THE School Boards and Teachers' Associations have been very busy during the past month, considering the New Proposals for the Revision of the Code. Deputations have begun to pour into Downing Street to bring before the President and the Vice-President, by word of mouth, the objections to be urged against the scheme. Meanwhile, Mr. Gladstone has let it be known that he is anxiously watching the bye-elections, and the one recently concluded for the Borough of Stafford, where a Conservative has gained, by a large majority, a seat formerly held by a Liberal member, is not of a nature to strengthen his hands in what are undoubtedly difficult, and he may also consider unthankful labours. We know, on the authority of the late Lord Beaconsfield, that there is nothing certain but the unforeseen; and it may be that the history of the year 1882, when it is concluded, will not contain the legislative enactment of Mr. Mundella's Proposals as the Educational Code for the next half dozen years.

We are not certain that there would be any deep-felt regret manifested at the disappearance of the Proposals, and we may be quite sure that they would at once disappear, if any mishap befel the Administration responsible for their shape and form. The discussions that have taken place on these Proposals have revealed greater and more striking deficiences in them than are to be found in the existing Code. The examination to which these Proposals are being subjected is being conducted under specially unfavourable circumstances, as the Government resolutely refuse to show all their hand. The vital matter for both denominational schools and school boards, is to see that there is no actual diminution in the grant, and we see no reason to abandon the opinion we have hitherto expressed, that the true meaning of the appearance of these "Proposals," is, if not to diminish the already swollen estimates for education, at any rate to prevent that formidable yearly increase, so mortifying to a Chancellor of the Exchequer, fond of surpluses. But, we are glad to think, that in the execution of any such design, Mr. Gladstone is six or seven years too late. Six or seven years ago, the school boards would have eagerly co-operated in any scheme by which denominational schools would be slowly starved out. But now they have large annual expenses to meet, and heavy liabilities to be paid off in a certain number of years, and any reduction of the Education grant will compel them to increase their unpopularity with the ratepayers, by demanding an increase of the already formidable sum that is paid them year by year to carry on their work. So that, if we are not hugely

mistaken, school boards and denominational managers will stand shoulder to shoulder in resisting any decrease in the government grant; and we may frankly state, that if the "Proposals" do not operate in this direction, their educational value is not sufficient in itself to warrant the expense and inconvenience of carrying them into effect. The doctrine, "he that hath, to him shall be given" was never meant to be used as Mr. Mundella is using it; and the singular proposition to take part of the grant from the poorest class of schools, and give it to the richest, disguised under the plausible wording of the "special merit clause," has only to be clearly understood to be emphatically condemned. It has been quickly discovered that payment according to the percentage of passes on the average attendance only differs from the present payment for results, as being less fair and satisfactory; the "examination by sample," to greatly relieve the inspectors, has been strongly condemned by the teachers; so far from welcoming the abolition of the 250 attendances, a strong and almost universal desire has been felt for their retention; whereas, the proposal of Mr. Mundella that all children who have been six months on the register should be examined, has been met with strong and well-sustained objections. The shrewdness of Scotch teachers is leading them to discover that these proposals simply mean the reduction of teachers' stipends* and consequently the invitation to teachers to discuss them is like inviting a number of poultry about to be killed, to choose the manner in which they would best like to be dressed. The writer of a paper on the "special merit clause," published in our contemporary, states, as his opinion of its effect, "that without overtime, there will really be a reduction of the grant." With the following sentence also which follows, in which the italics are supplied by the writer, we are in entire agreement: "The clear aim of the proposals is *to raise the standard of education throughout the country without any extra grant.*" But what does this mean, but a substantial reduction of grant in the case of the great majority of schools, which, with their present staff and pupils, produce as good results as it is possible for them to do. We are glad to see that the Association before which this paper was read emphatically condemned the proposed "special merit clause," on the ground that inspectors' standards of examination notoriously differ, and that its action would tend to foster jealousy and discontent amongst teachers.

*We cannot see how these alterations can act other than injuriously upon the emoluments of teachers, and the slightest consideration will show how direct that injury must be.

The idea is universally prevalent that the obnoxious features which pervade all the Codes hitherto promulgated are to be retained. (Extracts from Scotch letters in the *Schoolmaster*.)

ST. PAUL'S INDUSTRIAL SCHOOL.

IN 1870, when the Education Act was passed, and the first school boards elected, it was assumed by their advocates, almost as a matter of course, that for purity of purpose and efficiency of management, the new institution was to take a position by itself, out of all comparison with boards of guardians, town corporations, or other municipal bodies. Some ten years of chequered experience have, however, conclusively demonstrated that school boards are not exempt from the ordinary failings and imperfections that beset bodies of men acting in a similar capacity. We shall endeavour, within the compass of an article of ordinary length, to give our readers an idea of what has passed on this matter. We must refer to our article on the School Boards for a summary of what has occurred in connection with it in the proceedings of the London Board.

The Special Committee appointed by the London Board to consider the charges of cruelty and neglect brought against the management of this school, held its first meeting on Saturday, October 29th. The chief witness was a lad named Alfred Horton, whose evidence we give below:

Alfred Horton, a lad who had recently obtained his discharge from St. Paul's School, was the first witness called by Mrs. Surr. In answer to a series of questions by that lady, he said he had been in the school for three years and three months. He did not have enough food there. They got four and six ounces of bread, the little boys getting four ounces and the boys aged from 14 to 16 six ounces. If one boy talked, sometimes the whole school was punished by being put on short allowance of food. If one of them broke a plate or any other article, perhaps he might get a dozen with the birch. If the governor could not find out who did it, he used to give the whole school bread and water. He once got bread and water for a day for breaking a window. He remembered a bottle of solution, used in the shoemaking, being lost. For that they had to stand out in the yard in the cold, and for tea they had their dinner, cold. By that he meant that they missed one meal altogether. If any of the children were ill and could not finish their food, the others used to take it and hide up and eat it. The cocoa was like water at the top and settled at the bottom, and they had no sugar in it. There was a dog in the yard, and he had himself eaten off its plate, and had seen other boys do it. He had stolen loaves of bread; they used to get it up with a pitchfork and hide it up the chimney. He had not seen any managers come to the school except Mr. Scrutton; he had seen gentlemen come, but he did not know whether they were managers. He had seen several boys with pinafores on instead of shirts, and he had seen others wearing shirts without any sleeves. They wore thin shirts night and day, and they wore their socks for six weeks at a time. They were not good socks; they had no heels and no toes. Some boys had old pairs of shoes, and some had new. There were about twenty-four boys with bad feet, and one had one toe right off. It went rotten, and the doctor said it would have to be taken off. There were not enough good clothes for them all, and they used to change boots and clothes on Sundays, half going to church and half stopping at home. He mentioned the names of several boys whom he had seen receive eighteen strokes with the birch. He himself was once flogged because his father went to the magistrates and said something about the school. The halfpenny *Echo* took it up, and the governor thrashed him for it. He had seen a boy named Jerome have twenty-seven strokes with the birch for stealing. He had twenty-four, and then he had another three for "hollering." He had seen

three boys, Rust, Russell, and Ginman, with handcuffs on, and he had seen Rust and Russell with them on their ankles. He had seen boys have twelve and eighteen strokes with the birch before being put in the cell. Rust once had handcuffs on his hands and feet all night in bed. They were too small, and scratched the skin off his ankles. He knew this because Rust slept in the next bed to himself. He had been in the cell. Ginman was in the cell all night. He (Ginman) climbed out of the window, although he had handcuffs on his feet and hands. He went out and stole some food, and hid it. Ginman was in the cell for three nights running. It was cold in the cell, and there used to be rats come out. Boys had to carry mattresses round the yard on their heads for half an hour at a time. They had to stand attention in the open yard in winter. Sometimes on Sundays they stood attention from half-past one to three o'clock. If they moved a hand they might be put into the cell for it. He had seen little boys washing their sheets in the yard. They had nothing on but their trousers. They stood on the stones without any boots or stockings on, and washed the sheets in cold water. They did not complain, because if they did the officers knocked them about with a belt. They stood with bare feet on the stones without any covering over their heads. He had seen a boy named Voss doing that. Voss was dead now; he died of sore feet and sore hands in No. 1 dormitory. He remembered a boy named Covell dying. He died of starvation. He could not eat the boys' meals, and when they asked the cook to give him some bread and butter she refused, and said, "Let him eat his own meals." He remembered a boy named Wall, who died out of the school. They knocked Wall about, and he wanted to go to Mr. Scrutton, but they would not let him go. The governor gave him three with the birch, and then said, "I won't give you any more." He remembered two brothers named Fiddy. When they came to the school they were like little fat pigs. When he (the witness) came away, both brothers had abscesses. There were two brothers named Barnes; the big one had abscesses, and they were both dead now. The elder Barnes used to sit on the cold stones, and when the other boys' friends came, they used to say, "Look at the poor boy; he is half dead," and the governor used to say, "I can't help that." They used to do wood-chopping at the infirmary. For about nine months of the year they used to do wood-chopping, and then they did not have any school. He had been at wood-chopping for three months running, and Mr. Francis, the schoolmaster, used to superintend the chopping. Some of the little boys picked the wood while the elder ones were chopping, and others went to school, where one of the big boys taught them. When any one came, they used to hurry up to the school, and the schoolmaster did so as well. A great many boys ran away while he was at the school. He learnt shoemaking for about six months, and he learnt wood-chopping. He had also learnt sack-making. If they did not make fifteen sacks in the morning, they did not have any dinner; and they had to make fifteen sacks in the afternoon. They had to stand up to make them. He had heard the cook say, "take this loaf back and get a cake for it." The cake used to be sent to the governor's house, and he himself had taken it there sometimes. The boys in situations used to have bread and cheese and bread and dripping for dinner. He was in the kitchen at one time, and he saw that there were bits of brown paper in the cocoa. One mode of punishment was to make them hold the blackboard behind them for half-an-hour or three-quarters. Boys who were ill, and whose beds had to be burned, slept in No. 10 dormitory. When their beds were burned, they slept on the irons until they got new beds.

In answer to the Chairman of the Committee, Horton said that he was quite sure he had seen all the things he had described, and did not know them merely from hearsay. He said the doctor came to the school every week, but he only saw the boys who were ill in bed. He (the doctor) saw Covell and the other boys who died, while they were ill. Voss was ill when he washed the sheets on the cold stones; he could not say how long that was before he died. He explained that it was not when the boys' friends came to see them that they all ran to the schoolroom, but only when a gentleman came to see the school. That would happen two or three times in a year.

On Monday, October 31, the enquiry was resumed, and a further number of sickening disclosures made by several witnesses. We give the evidence of an older witness, whose evidence was the last that was taken before the Committee.

George Barber, aged nineteen, a youth of respectable appearance and good address, who said he had been for more than two years in his present situation, and was earning from 30s. to 40s. a week, was next examined. He was in the school five years. He remembered a boy named Winch being reported one day for not making enough sacks during the morning. The governor said to him, "I will punish you after dinner." Winch was sick during dinner, and the governor accused him of shamming in order to get out of the punishment. The governor gave him two or three on each hand with the cane. The next morning, Winch was feverish and did not get up. It was reported to the governor, and he said to a boy named Harvey, "Tell him if he does not come down in three minutes I will take the birch up to him." Harvey went, and came down and told the governor that he did not think Winch was well enough to come down. Winch died about nine hours afterwards. He remembered Jesse Bond. Bond was badly treated by the officers and by the boys. He used to wash his sheets nearly every morning, while he had nothing on his feet. The boy Voss, who died, was always badly treated by the masters and by some of the boys. If a boy absconded, the whole school was put on bread and water, although, perhaps, no one, except the boy himself, knew he was going to abscond. On one occasion a boy was heard talking in the dormitory in which witness slept, and all the eight boys in the dormitory were ordered bread and water for forty-eight hours. They had to stand on a form during meal times in order that the other boys should not give them part of their dinners. Whilst witness was on the form, some children came playing outside the window, and witness turned round and laughed. The governor sent for the shoemaker, and ordered him to put witness in the cell till further orders. He was there for three weeks, with the exception of two days. He was confined in the cell during that time from half-past six in the morning till nine; then he went to school till half-past twelve; he was again confined in the cell from half-past twelve till two; from two till half-past five he was at work, and then he was taken back to the cell again. He never had any recreation during the whole time. While he was in the cell a boy named Clarke was caned for talking. When, afterwards, the order was given for the boys to "break off," which was done by clapping the hands, Clarke, whose hands were sore from the caning, did not do so. The governor repeated the order three times, and Clarke did not clap his hands any of the times. The governor then, without a word, gave Clarke eighteen with the birch, and put him in the cell in witness's place. Another time, Clarke was put in the cells with handcuffs on for trying to abscond. About fifteen or twenty boys absconded during the first two months of 1878. The cases were so frequent that every part of the building was barricaded. One boy filed an iron bar through in order to get out.

It was pointed out that only one boy was reported as having absconded during the first three months of 1878; but the witness replied that the boys were generally recaptured after a few days, and then the cases were not reported. Continuing his evidence, he said some boys would be away for a few weeks before they were brought back; but they would be charged for during that time. He knew this because he acted as clerk for two years. The boys' gruel used to have black beetles and crickets in it; and if the boys did not eat it for breakfast, they had it for dinner, and if not then they had it for tea. The boys who were ill used to have it for every meal. The governor said it was nourishing. (Laughter.) The cocoa had bits of paper in it, with "This article is sold as not genuine" on some of them. During the first twelve or eighteen months that he was in the school the managers used to meet every week, and then the school used to be nice and clean; but after that they dropped coming altogether. A boy named Griffin was in the cell between four and five weeks, night and day. During the first fortnight witness did not believe he was let out at all; but after that he used to have one or two hours "recreation"—walking up and down the yard at attention while the other boys were at work or in school. While the governor was in the hospital, Griffin and another boy absconded, and the matron afterwards said she had seen the governor, and he had given orders that the boys should each receive eighteen strokes with the birch and should be put in the cell until he came out of the hospital. The majority of the boys had no sleeves to their shirts; and he did not believe there was a boy in the school who did not eat off the dog's plate. He remembered Mortimer being put in the cell for trying to steal bread. He corroborated Mortimer's statement with regard to that and other matters.

On Tuesday the committee met to resume the enquiry, but after two

hour's consultation in private, it was abruptly concluded by the reading of the following statement by Mr. Scrutton, the manager of the school, and chairman of the Industrial Schools Committee of the London Board.

Mr. Scrutton accordingly read the following statement: "That although the evidence adduced and adducible is conflicting, I admit that many grave irregularities have occurred without the knowledge of the managers, which render necessary the following scheme of re-organisation: A body of twelve managers to be constituted, comprising two members of the School Board and three others to be nominated by Mrs. Surr in the first instance, together with a complete change of staff, independently of the changes required by the Secretary of State."

That terrible, impalpable, and omnipotent body "The public," had however, now taken the matter up, and Mr. Scrutton was not able so simply to arrange the controversy by this concession to Mrs. Surr. The newspapers were flooded with correspondence from all those concerned in the matter, each trying to exonerate himself from responsibility, and blame. Sir W. Harcourt, in the letter given below, promptly took action, and ordered the school to be closed.

Whitehall, 11th November, 1881.

Sir,—The inquiry instituted by the School Board for London into the charges brought against the management of the St. Paul's industrial school having now terminated, the Secretary of State reserves his judgment on the whole case till he has had the opportunity of reviewing it in all its bearings. There is one question, which, however, presses for immediate decision—viz., whether it is advisable that under any conditions the school should still continue to receive the certificate of the Government. It is not denied that the present management has been absolutely inefficient, and that a most deplorable and disgraceful state of things has been suffered to exist. It is true that a reform in the management has been suggested for the future; but that reform does not appear to the Secretary of State to be one which is likely under present circumstances to inspire such confidence as would repair the mischief which has been wrought. The Secretary of State has therefore come to the conclusion that the certificate must be withdrawn, and the school cease to exist as soon as the necessary steps can be taken for the removal of the children to other institutions where they can be properly cared for. Instructions have accordingly been given to that effect to the inspector of reformatory and industrial schools.—I am, Sir, your obedient servant,

GODFREY LUSHINGTON.

The Chairman of the London School Board, Mr. E. N. Buxton, sent a letter to the papers, explaining the abrupt termination of the enquiry by the committee, and stating, that if a criminal prosecution should be instituted against the governor, it is the Home Secretary's duty to undertake it. Mr. Buxton argued that the Board were not responsible for the managemeut of the school.

Allow me to take this opportunity of saying that it is not the case that the Board "appointed Mr. Scrutton" to represent them on the managing staff. Mr. Scrutton was there in his own private capacity, and not as a member of the School Board; nor are the Board concerned to defend Mr. Scrutton from such sins of omission as he may be responsible for. The Board had no more right to interfere in the management of this school than they have in the case of Feltham or any other of the forty-six chief voluntary industrial schools in the country to which they send children. It must be remembered that the managers of all these schools are volunteers, that the officers of the school are appointed by the managers, and that the Home Office alone has the

right, as well as the duty, thoroughly to inspect all departments of the work of these voluntary schools. This duty is exercised by their inspectors. This is the main security for proper treatment which the public and the School Board possess. That it was inadequate in this instance no one can doubt. The system under which the School Board contribute to the support of children sent at their instance to privately-managed institutions, under the general control of the Home Office, may be a good one, but it was not instituted by the School Board for London.—I am, Sir, your obedient servant,

E. N. BUXTON,

School Board for London, Victoria Embankment, Nov. 11.

A public meeting was held at the Tower Hamlets on the 11th inst., at which the following resolution was unanimously passed.

That this meeting of inhabitants of the East-end of London most especially condemns the inhuman and uncivilised treatment to which the poor neglected children were subjected by the manager and his subordinates at St. Paul's industrial school, Burdett-road; and, these children having been sent there by the London School Board, we hold that body responsible for the state of things now brought to light by the Press, especially as the Chairman of the Industrial Committee was the Chairman of this den of torture. This meeting, therefore calls upon Mr. Scrutton, one of the members of the Tower Hamlets division, to immediately resign his seat, and also his governorship of the above schools.

On November 15, Mr. Scrutton sent to the papers his reply to the communication from the Home Secretary denying that he ever admitted the inefficiency of the management of the school, and questioning the truth of statements that had been made. We give the following extract from his letter:—

"In the natural course of the inquiry the witnesses produced by Mrs. Surr were examined before any rebutting evidence could be brought forward. I was not allowed to have either Mr. or Mrs. Hinchliffe with me unless I gave up the right to call them as witnesses. Mrs. Surr brought charges bearing on the whole nine years of the school's existence, and I was frequently unable to cross-examine efficiently on statements as to the truth of which I should naturally not have any knowledge Only in one instance was I able in my cross-examination to deal completely with any charges of a serious nature. The boy Cole was said to have had one of his toes removed (the evidence in chief is contained in questions Nos. 63, 67 of the School Board inquiry). On the next day I produced the boy with his toes perfect, the nail being on each toe, and I now enclose the doctor's certificate, which should settle the question. The statement in its main features is entirely false, and the evidence I have will deal in the same way with the case of the boy Winch, the case of the boy who took poison, and the other grave charges. I say deliberately that I never met with statements which, so far as I have been able to obtain evidence, are so utterly without foundation, and I make a very earnest appeal to the Secretary of State that some independent person, accustomed to sift evidence, may be appointed to inquire into a few test cases. I will give every facility for such an inquiry. It seems hard to believe in such sad mis-statements, but, knowing something of the parents and the few boys produced, I find the less difficulty in understanding the cases.

The medical officer sent Mr. Scrutton a letter saying he had failed to discover any want of kindness in the treatment of the boys, and that no complaints had been made to him respecting diet, or other matters.

On November 15, a letter from Mrs. Fenwick-Miller, one of the members of the Board, appeared in the *Times*, giving the history of the manner in which the "independent member" of the Board brought to

light all this iniquity. This letter details how all their efforts were strenuously resisted by "the official ring," but that owing to the inquiry ordered by the Home Secretary they had gained the victory. On the 16th November, a long letter from Mrs. Surr appeared in the papers in reply to that of Mr. Scrutton, in which she pertinently inquires how it is that Mr. Scrutton, while denying the charges brought against the school, concurs in the propriety of closing it immediately? We give the concluding paragraph of her letter:—

The poverty-stricken state of this school has not been suddenly sprung upon Mr. Scrutton. On three several occasions, when praying the Board to use its influence on this gentleman to write for the discharge of two children who would have died had they remained there, I spoke publicly before him of its unsatisfactory condition. Despite the incredulous laugh of a portion of the School Board majority, I felt the day would surely come when that majority would hear me concerning that school without a smile. And so it was that when the eight children set a light to the building the whole history of St. Paul's flamed up seriously before public gaze. It was then my privilege to instruct counsel and lawyer to defend those children at the Thames Police Court and the Old Bailey, but not my privilege to pay the legal expenses for such defence. Miss Helen Taylor, warmly interested in all helpless children, insisted on doing this; and to Mrs. Fenwick-Miller, Miss Muller, and Mr. Lee Roberts I am also indebted for sympathy and pecuniary help towards emigrating boys who, having learned no trade in St. Paul's, are desirous of obtaining employment on foreign shores. Apologising for the length of this letter, I remain, sir, yours faithfully,

Stamford Hill, Nov. 15, 1881. ELIZABETH SURR.

On the same date, November 15th, a letter from Sir W. Harcourt, the Home Secretary, to Mrs. Surr appeared in the papers. The first paragraph of the letter runs as follows:—

Home Office, Whitehall, Nov. 15, 1881.

Madam,—I should not do justice to my own sentiments, or to your deserts, if I did not, in my personal as well as my official capacity, tender you my earnest thanks for the great public service which you have rendered in bringing to light the mismanagement in the case of St. Paul's Industrial School. But for your resolute benevolence an exposure might have been staved off which, painful as the shock has been, may yet I trust prove of advantage to the future of these institutions. It is a satisfaction to me to know, as indeed you have been good enough to acknowledge, that the Home Office has rendered you what assistance it could in your worthy effort to lay bare and to extirpate the evils which in this instance have defaced a system capable, when properly conducted, of immense advantage to the neglected children of the poor. Since you first brought this distressing subject under my notice it has been my anxious desire, with the able assistance of the inspectors of the reformatory and industrial schools, to probe this sore to its root.

In the next paragraph Sir William insists on the responsibility of the London Board for the state of the school, especially in this case, when the manager was the Chairman of the Industrial Schools Committee of the Board. Further on he states that he considers the chairman's language on the subject "unfortunate," and ends by accepting and defining his own measure of responsibility, and insisting on the necessity of "a thoroughly efficient and zealous committee of managers."

The appointment of that Committee of Investigation, presided over by the Chairman of the School Board, and the plan of reconstruction for the school which it

proposed on the abrupt termination of the inquiry, are conclusive proofs that the Board regarded their responsibility as deeply engaged in the character of St. Paul's School, and that they claimed an authority to intervene in its affairs. Why, if the School Board were not responsible, they undertook the inquiry at all—why, if they were responsible, they abruptly and prematurely terminated it—are questions which it is equally difficult to answer.

I am glad to see that the unfortunate language employed by the Chairman of the School Board in his letter to the newspapers is not accepted by his colleagues. For, if it could be supposed—which I am happy to think it cannot—that the views propounded by Mr. E. Buxton of the duties of the School Board were shared by the Board, it would become a grave question whether such a body was a fitting depository of the extraordinary powers with which Parliament has armed it.

But whilst I think it necessary emphatically to assert the responsibility of the School Board in this matter, nothing can be further from my intention than to keep in the background the responsibility which attaches to the department over which I preside. That responsibility is immediate, and it is grave. At this moment the anxiety which fills my mind is lest this deplorable failure should shake the public confidence and ruin the future of the rest of the industrial schools, which I am firmly convinced, have been doing infinite good, and are capable of still greater benefits to the children of the poor. You will readily believe that, in concert with the Government inspectors, I am occupied in devising further safeguards against such disastrous miscarriages in the future. When it is considered that there are about 200 schools under the superintendence of two inspectors, it is hardly necessary to point out that the work of personal supervision can be only occasional, and must be very imperfect. It cannot be too strongly insisted upon that the success or failure of these institutions must depend mainly on the benevolent and vigilant action of the managers who give to them their constant attention. An industrial school without a body of managers who can render it a labour of love is a curse rather than a blessing, and the sooner it is closed the better. The fatal blot in the case of the St. Paul's school was that there was no body of managers. No official inspection by a central authority, even if our staff of inspectors was increased, as I think it ought to be, can ever replace the watchful eye of the benevolent visitor constantly on the spot.

MARRIED WOMEN AS TEACHERS.

WE give below a summary of the discussion at the last meeting of the London Board, on this interesting subject. The resolution was brought forward at an unlucky moment, just as Mrs. Surr had completed her triumph over Mr. Scrutton, but still, eager for action, she opposed the recommendations of the committee as "unjustifiable and un-English," and carried her point by a majority of five votes. The question is one of great difficulty and delicacy; but such authorities as Dr. Richardson, and Dr. Gladstone, are opposed to any interference with the rights of married women in connection with this matter. Dr. Gladstone said, the married teachers could teach best; Dr. Richardson said it would do them no harm to teach.

The attention of the committee has been called to the desirableness of re-considering the regulation of the Board with regard to young married mistresses who are likely to become mothers or who have recently become mothers. After very careful consideration of the whole question, and having regard to the interests of all parties concerned, the committee recommend that the following regulation, be adopted:—No married woman shall be appointed as teacher who has given birth to a child within two years of the time at which such appointment is under consideration. (This regulation is not to affect any teacher already in the service of the Board upon her

transfer from one school to another). After the 1st January, 1882, any mistress in the service of, or appointed by, the Board, shall vacate her appointment at least five months before the probable date of an expected confinement.

Mr. Wilks, in moving the adoption of the clause relating to the appointment of married teachers, explained that he was absent from the committee meeting at the time when this resolution was adopted. He would therefore move the adoption of the recommendation of the committee without remark.

Mrs. Surr moved as an amendment to the adoption of this recommendation the "previous question." She made an indignant protest against this very indelicate proposal. She said without fear of contradiction that the married female teachers were as efficient and as regular in their attendance as the unmarried. This proposition was an insult to the female married teachers. It stated in effect that the Board had found them failures in the past. She was sorry Mr. Wilks should have fathered this resolution, as she was sure he was not the parent of it. It was as unjustifiable as it was un-English. It was against the true interests of morality, and it would seriously interfere with the supply of female teachers. How would a parent like to send his daughter to college when he knew that if the girl contracted an honourable engagement and wished to have an English home, she would in all probability be dismissed from the service of the Board. He would not allow her to enter the scholastic profession at all. She hoped the Board would throw out the proposition as they had thrown it out before. The mistress of a household was not less able to manage a school than an unmarried woman, and she believed the schools had not suffered from their occasional necessary absence. She did not think the Board would have the heart to carry this, and she hoped they would efface the blot which had been placed on the paper of business. The motion would tend to increase the number of single women in the metropolis—already far too many. She strongly appealed to the Board not to pass this motion.

Dr. Wainwright seconded the amendment. He said there was no country in which interference of this kind with the natural and moral tendencies of humanity had been introduced without bringing Nemesis in its rear. It would be bad for morality among their male teachers, married and unmarried. He would go further than Mrs. Surr, and say that the married teachers were not only not inferior to the unmarried, but they were, in a large number of conspicuous examples, eminently and incontestibly superior to the unmarried.

The Rev. T. Morse said he would endeavour to bring this debate back from the realms of sentiment to those of common sense. He said when this question last engaged the attention of the committee, it was in consequence of a memorial from the managers of a certain group of schools, in which they drew the attention of the committee to the condition of the girls' departments of certain schools. They said that the condition of one school was unsatisfactory in consequence of the frequent absence of the head mistress. Every member of the committee who was present, with the exception of one, voted for this proposal, and therefore the Board would see that there must be grave reasons to warrant this. They had no right, as a School Board to enter into the question of the desirability of marriage. The question was, were married teachers likely to render as efficient services in the schools as unmarried. They thought not. Much that he would like to say would necessarily have to go without saying; but he would ask whether the physical health of these women was likely to be equal to the performance of their duties. The Liverpool and Birmingham School Boards had already passed similar resolutions. When a woman married she ought not to be the bread-winner of the family; but unfortunately this was too often not the case.

Mr. Sutton Gover said single women were submitted to unfair competition in this matter by their married sisters. The resolution did not go far enough. It ought to be that married women should not be engaged at all.

Mr. Bonnewell opposed the motion. He considered the mother of a family was likely to be better qualified to manage young children than unmarried. By this action the Board were striking at the root and foundation of their own existence. The first step in this matter was marriage, and the second was children. If they prevented marriage there would be no children for them to teach.

Miss Muller said Mr. Morse and Mrs. Westlake were for the second time trying to carry this rule, and she regretted exceedingly that Mrs. Westlake should think it right to be a party to bringing such a motion forward. They had no right to interfere with the private life of the teachers. The husband was the best judge as to whether

his wife's duty was to be at the school or at home, and the Board had no right to say that her duty was to remain at home. She could not recollect two cases of schools having failed on account of the matter referred to. The rule would lead to a constant shifting of their female teachers, which would be detrimental to the efficiency of the schools.

Mr. Ross supported the motion. When their female teachers got married, their husbands ought to keep them. It was utterly wrong to employ married teachers, whose husbands could keep them, when there were single teachers in want of employment.

Mr. Henry Gover said it ought not to be forgotten that these married teachers had cost the country a considerable amount for their training. They believed tha they got the best article procurable, and was it wise to shut some of their best teachers out of the profession in this way?

Mr. G. B. Richardson said if the recommendation had been to limit the appointments to single women he might have supported it, but he could not conscientiously support it in its present form.

Mr. Lucraft said he should support the "previous question." Married teachers were generally the best, and school managers were favourable to them, or they would not appoint them.

Mr. Coxheard said there was not the slightest reason why the Board should interfere with its present arrangements in this matter.

The Rev. B. Belcher could not agree with the wording of the resolution, though he thought something ought to be done.

Mr. White suggested that married female teachers should pay for their substitutes when absent during confinement, but he was informed that this was already the rule of the Board.

Mrs. Fenwick-Miller said she had been waiting in expectation that the lady who was responsible for this resolution would justify it. This resolution had been brought forward three times at the instance of that lady. She (Mrs. Miller) was thankful that this Board was not composed entirely of married ladies without children. It was the motherly eye of Mrs. Surr that had discovered the deficiencies of Upton House and St. Paul's School. The true womanly instinct and feeling and sympathy for children did not arise in a woman until she had had children of her own in her arms. This was not a question of sentiment; but a question of the right way to manage schools against the wrong way. The married women were naturally the best qualified for managing schools. She held in her hand the last reports of the school referred to by the managers whose memorial had been read by Mr. Morse, and she asked them to put these very favourable records against the cruel statements of the managers. She had studied medicine and she had practised in the diseases of women, and she therefore knew from her own experience that they must not judge of women who were accustomed to work by those who were not. They would not necessarily be absent from school for any long period. For the teacher who married, it was a question between school work and house work, and it was not for the Board to say that every teacher who married should become a household drudge instead of continuing to engage in intellectual work.

The Vice-Chairman (Mr. Freeman) said he was the member of the committee who had voted against this proposal in committee. He was sure that in a few years it would cut down the supply of efficient female teachers very largely indeed. It was difficult at the present moment to find teachers up to the mark. Girls would not enter the profession if they were told that they would be cut off from it if they ventured to marry. By passing this resolution they would get rid of a small difficulty, and would introduce into the schools many scandals. The evil was very small. Most married teachers were thoroughly efficient, and if their teaching was a little interrupted, the loss was made up by the zealous over-work of those who were working with them. It was an unrighteous rule, and he believed it would do much mischief.

Dr. Gladstone said this was a difficult question. The evil was not a small one, but at the same time married women were far better qualified to teach than unmarried. While he could not altogether agree with the resolution, he could not support Mrs. Surr's amendment.

Dr. Richardson agreed that this was a difficult question. He agreed with what Mrs. Miller had said that the class of persons who were accustomed to work could not be compared in this matter with those who were not accustomed to work. He did

not consider that any harm would happen to the married teachers themselves from having to teach. This resolution would take away the best teachers from their schools, and would probably introduce the very worst. He should vote against it.

Mr. Wilks, in reply, said the School Management Committee was responsible for this motion, and not one or two particular persons who had been referred to. He considered that it was impossible that women in the condition referred to could do their work well—or at least he knew that, as a matter of fact, they did not do it well. The schools were very much neglected indeed. Sometimes a woman would be away for six months in a year. He expressed his conviction that it was in the interest of the teachers themselves, in the interest of the pupil teachers, and to the interest of the children, and to the interest of the school generally, that this resolution should be passed.

The amendment of the "The Previous Question" was carried by nineteen to fourteen, and the committee's recommendation was accordingly rejected.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, on October 27th, it was agreed, on the motion of Miss Taylor, that Mrs. Surr should be permitted to question any witnesses produced before the Committee of Inquiry on the St. Paul's Industrial School. It was resolved, on the motion of Mr. Mark Wilks, that a female superintendent of physical exercises be appointed for girls' and infants' schools. At the end of the sitting Miss Taylor gave notice to move a resolution which, in the opinion of several members of the Board, was of a libellous character. It was therefore decided that the opinion of the solicitor should be taken as to whether the motion ought to be allowed to be placed on the paper of business.

At the meeting of the Board on November 3rd, a motion by Mr. Charrington that the Board should withdraw its children from the St. Paul's Industrial School was, after some discussion, withdrawn. A discussion then took place on a motion of Mr. J. J. Jones, that no schoolbook be allowed to remain on the requisition list, written by a member of the London School Board, a Government Inspector, or a School Board Inspector. It was explained that no books or apparatus were allowed to remain on the list, in which any inspector or examiner had a pecuniary interest; but that, as these gentlemen were in a position to write very good books, it would be injudicious to make a rule excluding their works from use in the schools. The motion was rejected by a large majority.

At the meeting of the Board on November 10th, a discussion arose on "Pupil-teachers and Training Colleges," which was not concluded at the meeting. On a recommendation of the School Management Committee being brought forward for consideration, that the "female

superintendent of physical exercises," about to be appointed, should have a stipend of £200 a-year, with reasonable travelling expenses, several attempts were made to reduce this amount by the economical section of the Board. Mr. Stanley, M.P., however, explained that it would probably be necessary to engage a lady from Sweden, who studied the Swedish system there. She would probably return to Sweden in the course of two or three years, and they would then perhaps be able to get a person from England at a smaller salary. A discussion next arose on the abrupt termination of the inquiry as to the management of St. Paul's Industrial School, and it was resolved that further inquiry was absolutely necessary; but that, before instituting it, the Home Secretary should be informed that the evidence taken discloses charges of such great gravity that the School Board has not the machinery or power to deal with them, and therefore requests Sir William Harcourt to undertake the conduct of a further inquiry, and, if necessary, follow up with such further proceedings as may be demanded by the evidence.

At the meeting of the Board on November 17th, before the signing of the minutes, Mr. Bonnewell inquired whether the Chairman considered in reference to the letter from the Home Secretary (disagreeing with the views of Mr. Buxton on the responsibility of the London Board for the management of St. Paul's Industrial School) that it was to the advantage of the Board that he should continue to occupy the position of Chairman of the Board. The Chairman interrupting, said that the question had no reference whatever to the accuracy of the minutes, and that Mr. Bonnewell could raise his point at another time. The Committee on the Revision of the Code presented their report. It was stated in answer to an inquiry that the Board contributed £1,000 towards the establishment of St. Paul's Industrial School, and that it was provided in the agreement that if the certificate were withdrawn before January 1, 1883, one quarter of that amount should be refunded. Mrs. Surr then moved a resolution requesting Mr. Scrutton to resign his position as Chairman of the Industrial Schools Committee of the Board. She described his management as a "long history of plunder, misrule, and suffering."

They could all read for themselves the long history of plunder, misrule, and suffering. After reading the letter with regard to St. Paul's they must say whether they could possibly retain Mr. Scrutton as chairman of the committee. This was his own school, almost at his very door, and his visits were so frequent that he had his letters addressed there, and yet he allowed the moral, physical, and intellectual well-being of little children to suffer in this way. How could they trust to him the interests of all the children in the forty-seven industrial schools to which they sent children after that. If they retained him on the ground that he was only habitually unfortunate in the selection of officers that was itself a reason in favour of putting in his position some man or woman who had better discrimination and organising power. They could read everywhere between the lines of the letter of the Home Department

the words "negligence and incompetence." Let members keep their friend as long as they would, but let them change the chairman of their committee. The Board had been dragged in the mud solely through the action of this committee. They should remember that there were other schools which might be nearly—she hoped not quite—as bad as the St. Paul's School. If Mr. Scrutton had not leisure to look after his own school, how could he have leisure to have an eye to all the schools throughout the kingdom? She hoped members would not consider their friendship for Mr. Scrutton, but would consider him as a chairman of a committee who had long neglected his duty.

Mr. Lee Roberts seconded the motion. Mrs. Fenwick-Miller wished to add to it, with Mrs. Surr's consent, "and that the Industrial Schools Committee be, and is hereby, dissolved." Mr. H. Gover seconded the amendment, and said it was due to the public that they should tell them that they meant to have an entirely new state of things. Colonel Prendergast said that at the meeting of the committee on the previous day Mr. Scrutton had tendered his resignation, and that it had been accepted. The gallant colonel did not know what the members of the committee had done to deserve dismissal. "There was no reason why they should be kicked out of doors without a character." Mr. Mark Wilks defended Mr. Scrutton, and said the people who had given evidence had every reason to tell falsehoods. Mr. Stanley thought it was unwise to decide the question. "There was a bond of moral cowardice between the Home Secretary and the self-styled 'Independent' members of the Board. The Home Secretary knew that he was himself responsible for the supervision of industrial schools, but in the fear of unpopularity he ran away from his duty and came down to the footlights, like some baritone in a comic opera, and sang an 'aside' to Mrs. Surr in order to gain the applause of the gallery, and to pose as the champion of ill-used children." Mr. Lucraft said it was all very well to talk about hitting a man when he was down, but the children had been down and no one to help them. Mr. Richardson thought Dr. Gladstone was mistaken as to Mr. Scrutton's intentions. He had distinctly stated that he did not intend resigning. A motion for the adjournment of the debate was carried by 17 votes against 15.

At the meeting of the Lye Board on a recent occasion, it was proposed that all masters and mistresses employed by the Board live in the township of the Lye. It will amuse our readers to read the arguments by which this singular proposition was supported; but we are glad to find that when the votes were given, the majority was against it:—

THE BOARD AND THE TEACHERS.

Mr. Rhodes brought forward a motion "That all masters and mistresses employed by the Board live in the township of the Lye." The Board, he said, had a duty to perform to the ratepayers. In his opinion, the money received from the place should be spent there. He asked the Board not to compel, but to desire masters and

mistresses to live in the township. Other public bodies, when advertising for servants, required this, and he did not think it anything out of the way for their own Board to ask them to do the same.

Mr. Brooks seconded the motion. To a great extent he said teachers were supported by the ratepayers, and it was rather hard upon tradespeople in the place that those receiving their salaries from the place should spend them elsewhere; and, besides, he thought it would be much better for teachers to be nearer their work.

Mr. Pearson opposed the motion. It was, he said, an interference with the liberty of the subject. To be consistent, Mr. Rhodes should introduce a scale of dietary for their schoolmaster. They had as much right to interfere with what a man should eat and drink as they had to where he should live. Might they not also apply the motion to the chairman or anybody else connected with the work of the Board?

Mr. Brooks: Quite a different thing.

Mr. Pearson repeated that they had just as much reason on the ground of convenience to say that their chairman should live in the Lye as that their schoolmaster should. The question was whether their officers fulfilled properly the duties they were called upon to fulfil.

Mr. Coddington spoke against the resolution, and said he was sorry it had been brought forward. He did not think the Board were in a position to enforce such a matter. Before they decided to do this they ought to have provided their teachers with residences. The motion did not come with a very good grace, he thought, from the proposer, whose son, he believed, was a pupil-teacher at Stourbridge, and yet resided at home, and he should feel compelled to vote against it.

The motion was lost by three votes against two.

The new election for the Norwich Board has resulted in a victory for the Denominational party, there being now seven Church and Roman Catholic members and six Unsectarians. The vice-chairman in the last Board, with whom the other members refused to associate, was not elected. He polled 4,655 votes, whereas the lowest on the list of successful candidates polled 4,982.

THE NATIONAL UNION OF ELEMENTARY TEACHERS ON MR. MUNDELLA'S SCHEME FOR PENSIONS.

THE following discussion took place at the meeting of the Executive Committee on November 5th, on the Compulsory Superannuation Scheme, sketched out by Mr. Mundella.

Mr. Girling, pursuant to notice, moved:—"That a special Conference be called to consider the question of establishing a Compulsory Superannuation Scheme." He said the Parliamentary Committee had considered this question on a reference from the Executive. Some associations expected that the Executive were drawing up a scheme to submit to the teachers. When the Committee proposed to ask Mr. Mundella what he would do in reference to this subject, the action was stopped because it was said that the teachers were not agreed as to the desirability of establishing such a fund. He reminded the Executive that in April last a circular was issued to all associations asking for an expression of opinion on this point. Very few replies had been received, but he attributed this to the fact that the circular also dealt with several other subjects. He could not regard these replies as indicating the feeling of the country, and he wished a conference to be held, at which this subject only should be considered. He would not object to the matter being brought before the next Conference; but as this seemed to be regarded by some as a burning question he moved this resolution in order to test the feeling of the Executive. The Conference

might meet on a Saturday and the business might be completed in one sitting. The Secretary had at various times stated that in a few years there would be a greater number of teachers unable to make provision for old age. The average salary now would not permit teachers as a class to make provision for themselves, and he could see nothing which would redound more to the credit of the Union than the establishment of a superannuation scheme.

Mr. E. W. Moore seconded the motion. The subject had been so long before them that it was time some expression of opinion should be arrived at. The difficult question would be what scheme the teachers would accept. They could not expect the Government to give them pensions. He also referred to the great expense of a Conference.

Mr. Grove was anxious to obtain the opinion of the country, but thought it could be ascertained better in another manner. He moved as an amendment: "That a circular-letter be sent to the local associations asking them to give the number of members voting for and against the following questions:—1. "Are you in favour of the establishment of a superannuation scheme?" 2. "Are you in favour of its being made compulsory?" He would put the two questions separately, because he believed there was a hazy idea among teachers that there should be a pension scheme. and he thought they were not prepared to make the necessary sacrifices to secure it. If it were found that teachers were not in favour of the scheme being made compulsory, it would be useless to draw one up.

Mr. Maidment seconded the amendment. A session at the next Conference could be devoted to this subject, and a few months would not make much difference.

Mr. Heller hoped the Executive would not entertain the idea of a special Conference, as the teachers had not the information on which to arrive at a decision on the question. The inquiry proposed by Mr. Grove would be altogether inadequate. Teachers would reply to such questions with their eyes shut, as many of them had not looked into the subject. The questions should be elaborated, and the professional principles connected with such a movement given, in order to get a fair and proper reply. The Committee ought to have ascertained what Mr. Mundella meant in his remarks on the subject, but they had not been allowed to do this. Some serious points in the relations of teachers to the Department would crop up in connection with receiving any assistance from public funds. Matters of control, the effect upon salaries and other points, should be placed before the associations before they came to any vote.

Mr. Grove was quite willing that the case should be put before the associations as fully as possible, and he suggested that the amendment should read as follows:—"That the Parliamentary and Law Committee be requested to draw up a letter on the subject to be sent to the local associations."

Mr. Gardner was of opinion that if teachers understood that the acceptance of a compulsory annuity scheme might mean the control of teachers' salaries by the Department there would be an end to all agitation for a pension scheme.

Mr. Sykes pointed out that, as the Parliamentary Committee had not been permitted to obtain the information they required, they did not know what to place before the teachers. He gave notice of a motion to rescind the resolution of the Executive which prevented the inquiry being made.

Mr. Heller said there was some doubt as to what Mr. Mundella meant when he alluded to the formation of such a fund. He might have meant that teachers should do something for themselves, or, as some understood it, he might have meant that a certain amount of public money might be expended in securing for the public the advantage of retiring teachers when unfit to continue their duties. This point ought to be cleared up, and members should be told that pensions for the whole body of elementary teachers cannot be secured without great exertions on their part.

Mr. Girling having replied, a division was taken on the altered form of the amendment, with the following result:—For, 15—Messrs. Sykes, Greenwood, H. Clark, Crowther, Cutler, Devonshire, Gardner, Grove, Lethbridge, Maidment, Scotson, Sneath, Genner, Webb, and Heller. Against, 3—Messrs. Girling, Hamilton, and E. W. Moore. Mr. Langler did not vote. The amendment was then carried *nem. con.* as a substantive motion.

THE

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MANCHESTER:
JOHN HEYWOOD, DEANSGATE; AND RIDGEFIELD, JOHN DALTON STREET;
AND 11, PATERNOSTER BUILDINGS, LONDON.
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PREFACE.

THE great educational event of the year 1882 is the issue of Mr. Mundella's New Educational Code, which has been received with a considerable amount of approval in theory, but for the practical working of which we shall have still to wait some months to determine. An element of uncertainty has been introduced by the Merit Grant, which in the minds of different Inspectors will be interpreted to mean different things, and which gives the Inspector an enormous personal power of making his influence felt in every one of the schools which he visits. A general impression prevails that the Code will tend to diminish the grant in small country schools, and that if the same amount of grant is to be earned in town schools, better results will have to be shown for it. We should not be surprised if a considerable feeling of dissatisfaction is expressed at the working of the Code when it has been some months in operation—more especially at the Merit grant as administered by the Inspectors—and it was a device of singular shrewdness on the part of Mr. Mundella to allow a few months of breathing time between the authorisation of the Code and its coming into working operation, during which the good opinions it has gained by its theory may become crystallised, and render it more able to meet the rude shocks of hostile criticism, which are sure then to appear. The retirement of Earl Spencer from the post of Lord President of the Council, rendered necessary by his undertaking the important duties of Lord-Lieutenant of Ireland in these troublous times, has had no sensible effect on the work of the Department, which, under such an able Vice-President as Mr. Mundella, is left for the most part in his hands. A change of some magnitude has been made by the Department in the appointment of a batch of Inspectors' assistants to be sub-inspectors; but the fact that public opinion was abundantly ripe for the innovation was proved by the alteration obtaining univeral approval, save and except the solitary protest of His grace, the Duke of Richmond. The death of the Archbishop of Canterbury deprives the denominational schools of the services of a prelate of greater administrative ability than any Primate that has occupied his position during the last fifty years. His grace brought into prominence a proposal for voluntary schools to obtain the assistance of organising masters, or inspectors in secular knowledge, but it has not been found

possible to introduce this system to any considerable extent from lack of funds. The National Union of Elementary Teachers has, at present, its chief use in organising an Annual Conference, and in appointing deputations to wait on the Education Department and the London School Board, on matters affecting the interests of the teaching body. Much of the time of the Acting Committee is taken up with schemes for the increase of the number of the members, and for the more punctual payment of the subscriptions. It is now generally acknowledged that the Provident Society is a failure; but we are glad to notice that the Union has been more successful in the creation of a fund for the maintenance of teachers' orphans. The Manchester teachers have recently brought forward a plan by which the Union would have more widely-extended powers to benefit its members; but it is doubtful whether all teachers would unite in paying the largely increased subscription that would be required for its working. It is a tribute to the respect entertained for the Secretary to the Union, that he should have been returned for the third time a member of the School Board for London.

The triennial elections for the school boards in the great towns, which were held for the first time in 1870, took place for the fifth time in the month of November last. The result of the school board contest for London has been a considerable diminution of the number of the majority, for which they may, perhaps, consider the rejection of some of the more noisy and turbulent members of the minority a sufficient compensation. The question of the establishment of higher schools will doubtless be dealt with by the new Board, and possibly one or two free schools may be set up in poor districts. The elections that have taken place in the other large towns of the kingdom have not resulted in any considerable change.

The National Schoolmaster in the month of January, 1883, commences the thirteenth year of its existence. The law of the survival of the fittest has been terribly fatal to educational journals; so we suppose it must be a testimony to some amount of fitness for its purpose in this magazine that it has lived so long. Its object is a simple one, to supply to its readers at a cheap rate, in a manageable compass, the educational news of each month as it passes. It will knock at each reader's door on the first of the month, and let him know in a readable manner what is going on in the educational world, for the small sum of one and threepence per year. We shall be thankful for any increased support and publicity which our readers can afford us, and we heartily wish them a happy New Year.

INDEX TO VOLUME FOR 1882.

A.

Ablett, Mr., Appointment of, under London Board.....205, 258, 284
Absence from School on Inspection Day 193
Absence of Teachers without leave, Discussion on..... 164
Aggrieved Parent, The, and School Punishments 90
Alderson, Mr., his Report in the Blue Book..... 279
Allington, Mr., his Report in the Blue Book..... 39
Annual Budget of London School Board 67
Arnold, Mr. Matthew, on Higher Education 243
Arnold, Mr. Matthew, his Report in the Blue Book..... 37
Average Salaries of Certificated Teachers 256

B.

Baily, Mr., his Report in the Blue Book 133
Balmer, Mr., his Report in the Blue Book 136
Barrington-Ward, Mr., his Report in the Blue Book..... 282
Benham, Rev. W., Notice of, on his Promotion 218
Birmingham School Board, Agitation of, for Training College..146, 166, 169, 260, 285
Birmingham School Board, Election of.. 277
Birkenhead almost the Largest Town without School Board..... 230
Bishop Otter's College at Chichester..... 144
Blandford, Mr., his Report in the Blue Book..... 158
Blue Book (Education) for 1881..37, 133, 158, 179, 199, 226
Blue Book (Education) for 1882.....254, 279
Blunders in Board School Examination Papers..... 195
Board Schools, Class of Children Eligible for..... 57
Board Training Colleges, *School Board Chronicle* on..... 170
Bonnewell, Mr., and the "Outlandish Knight"..... 258
Boyle, Mr., his Report in the Blue Book 158
Bradlaugh, the Misses, as Science Teachers, Question of..... 150
Bright, Mr., M.P., on Education..... 13
British and Foreign School Society..... 142

C.

Canterbury, Archbp. of, on Inspectors in Secular Knowledge for Church Schools.....53, 147
Carlisle Diocesan Society, on Effect of New Code..... 220
Carnarvon, Earl of, on Election of School Board for Willesden 146
Censorship of Books in London School Board..... 162
Centre System of Teaching Pupil Teachers 25
Chadwick, Mr., on Mortality among Teachers..... 148
Chairman of London School Board on Three Years' Work..... 248
Circular to Inspectors on Evening Schools 243
Code, Coming Revision of..... 32
Code relating to Annual Grants..... 92
Compulsion in the Country..... 224
Compulsory Annuity Fund, Discussion on 115
Conference of National Union with M.P.'s 145
Conscience Clause, Question of, in Training Colleges..... 187
Convocation on the Working Hours of Pupil Teachers..... 128
Corporal Punishment, Discussion on, in London Board.....137, 207
Corporal Punishment in Huddersfield Board Schools..... 259
Corporal Punishment under London Board..... 241
Correspondence.....141, 176
Corruption of the Union.....104, 141
Croydon School Board and Pantomime Children..... 90
Currie, Sir E., Return to London School Board..... 247

D.

Darwin, Mr. Charles, Notice of, on his Death..... 100
Deputation from Stratford-on-Avon to Mr. Mundella..... 89
Dissatisfaction of Teachers with National Union 266
Dissolution of School Boards, Operation of Act for..... 50
Du Port, Mr., his Report in the Blue Book 159
Du Port, Mr., and the Spelling Reformers 159

E.

Education Department on Increase of Training Colleges..... 108
Education Department and Pensions for Teachers..... 173
Education Grant, According to Denomination of Recipients 255
Edwards, Mr., his Report in the Blue Book..... 160
Election of Blind Children for Scholarships..... 204
Election of School Boards in November.. 276
Employment of Teachers after School Hours 286
Evening Schools, Instructions to Inspectors on 264
Exeter Board, Payment of Church Rates by 145

F.

Finchley School Board on Disorder arising from Abolition of Corporal Punishment 109
Fining of School Board Chairman for Illegal Employment..... 187
Fixed Stipend for Teachers, Question of 29
Fry, Mr. Justice, on the Evils of Half-knowledge 245

G.

Gagging Minute, The 37
General Association of Church Managers and Teachers 155
Gregory, Canon, on Board and Voluntary Schools 4
Guardian, The, on the New Proposals .. 5
Guardian, The, and the New Education Code 75

H.

Handsworth, Question of School Board Election in 126, 265
Heller, Mr., on a Training School in connection with National Union 52
Higher Elementary Schools, Question of 49, 88, 139, 288
Higher Board Schools at Halifax, Opening of..... 233
Higher Class Schools, Voluntary Effort in 51
Holden, M.P.,Mr. a teacher in Early Life 127
Home Secretary and St. Paul's Industrial School 42
Home Secretary, Arrangement of, for the Hearing of School Board Cases..... 246
How School Boards Pay their Teachers.. 223
How the Code was brought out 81
Hymn-Book Controversy in Tottenham Board..... 260

I.

Inspector's Questions, Mr. Mundella on 26
Instructions to Inspectors, The, 197, 214, 234, 262
Irregularity of Attendance 263
Ives, St., Town Council and School Board in 259

J.

Johnston, Mr., His Report in the Blue Book 179

K.

Kennaway, Sir John, on Compulsion in Country Districts 218

L.

Ladies, The, on London School Board .. 125
Leeds, Election of School Board for 278
Libel, Action for, Scrutton *v.* Taylor 169
Liverpool, Election of School Board for.. 277
Liverpool School Board a Model Board .. 51
Liverpool School Board and Scott's Novels for use of Pupil Teachers 221
London School Board, Election of 276
London School Board, Collection of Fees under 146
London School Board, Committee for Influencing Election of 246
London School Board on Training College Question..... 73
London School Board and Question of Free Schools..... 69

M.

Manchester, Election of School Board for 277
Margate School Board and Compulsory Attendance..... 91
Menial Offices in Elementary Schools.... 172
Merit Clause, Working of..... 237
Metropolitan Board Teachers on Corporal Punishment 244
Ministers and the Deputations..... 9
Mortality among Elementary Teachers.. 148
Mundella, M.P., Mr., his Recasting of the Code..... 77
Mundella, M.P., Mr., Despondency of... 57
Mundella, M.P., Mr., on Educational Budget..... 245
Mundella, M.P., Mr., on Education Estimates..... 99
Mundella, M.P., Mr., on Education in Liverpool..... 25
Mundella, M.P., Mr., on Her Majesty's Inspectors 113
Mundella, M.P., Mr., his Memorable Speech 72
Mundella, M.P., Mr., on Influence of Education 71
Mundella, M.P., Mr., on Mr. Heller and New Code..... 113
Mundella, M.P., Mr., on New Proposals.. 2
Mundella, M.P., Mr., on Phonetic Reading 98
Mundella, M.P., Mr., on Training in Good Manners..... 53
Mundella, M.P., Mr., Speech to Welsh Miners 171
Mundella, M.P., Mr., on Work of Coming Session..... 28

N.

National Society, Annual Meeting of.... 147
National Union of Elementary Teachers 23, 47, 110, 139, 188
New Code, The, and its Critics..... 83
Norwich School Board a Board in Default 254

O.

Over-Pressure in Schools, Paper on..... 117

P.

Parez, Mr., his Report in the Blue Book 180
Paul's, St,, Industrial School, Question of 35, 182, 185
Payment of Teachers by Cheque to Head Master 233
Pecuniary Difficulties of Teachers..... 137
Pensions for Teachers, Education Department on..... 173
Pensions for Teachers, Letter on..... 173
Pensions for Teachers, Mr. Mundella on.. 174
Percentages of Passes of Different Denominations 256
Policy of London Board on Question of Fees..... 203
Promotion of Inspector's Assistants to be Sub-Inspectors..... 121
Publishing Trade and London School Board 123, 150
Punctuality of Teachers, Question of.... 109
Punishments, Instructions to Inspectors on..... 262
Pupil Teachers, Instructions to Inspectors on 264

Q.

Quarrel between School Board Chairman and H.M. Inspector..... 167

R.

Report of Committee of Council on Education..... 210
Report of Agricultural Commission on Education 244
Reporting, The, of the Proceedings of the Union..... 194
Results of Examination in Religious Knowledge in Training Colleges..... 22
Reviews...7, 29, 54, 76, 101, 130, 151, 175, 195, 221, 269
Revisers' English, The 61
Richmond, Duke of, on the Promotion of Teachers..... 122
Rodgers, late Rev. J., Teachers' Memorial to 287
Robinson, Canon, Death of..... 157

S.

Salford School Board on Increase of Centres for Scholarship Examination 109
Sandford, Rev. H., his Report in the Blue Book 199
Sandford, Rev. H., on Working of Merit Clause 268
Savings Banks in Connection with Board Schools 203
School Board Clerk's Conference, The ... 251
School Board in Default at Beaumaris ... 68
School Boards for Month ...17, 42, 66, 87, 108, 137, 161, 184, 203, 230, 257, 284
School Board Elections, Triennial 273
Shaftesbury Training Ship, Discussion on 27
Sheffield Conference of National Union, 97, 110
Spencer, Earl, on New Code 1
Spongewells as well as Inkwells 49
Stainer, Dr., Appointment of 268
Stanley, M.P., Mr., on Training Colleges 98
Steele, Mr., His Report in the Blue Book 202
Stockport Town Council and School Board 44
Suicide of a Schoolmistress 100
Surr, Mrs., Evidence on St. Paul's School 182
Surr, Mrs., and Industrial Schools Committee 66
Surr, Mrs., Retirement from the London School Board 248
Sykes, Mr., on Mr. Mundella's Code III..
Synge, Mr., His Report in the Blue Book 226

T

Taylor, Miss, and Mr. Heller 88
Taylor, Miss, on Free Board Schools 108
Teacher's Benevolent Fund 287
Teachers as Civil Servants 72
Teacher's Orphanage and Orphan Fund.. 140
Teacher's Provident Society 46, 267, 286
Teacher's Record of Punishments in Punishment Book 20
Teacher's Reference Library in London Board Schools 258
Teacher's Voice in the Selection of School books 177
Tottenham School Board, and a Thoroughly Bad Boy 165
Trade of Agitation 131
Trained and Untrained Teachers at Halifax 208

U

Union Attendance Committees, Inspectors on 239

V

Vertue, Mr., His Report in the Blue Book 227
Voluntary School at Shrewsbury, Transference of 232

W

Warburton, Mr., His Report in the Blue Book 228
Watts, Mr., His Report in the Blue Book 229
Westminster Liberal Union on Election of London School Board 242
Williams, Mr., His Report in the Blue Book 230
Withholding Children from Examination 263
Wolverhampton, Election of School Board for 278

Y

Yarde, Mr., His Report in the Blue Book 230
York, Archbp. of, on Industrial and Reformatory Schools 69
York, Abp. of, on York Training College 98

and consider these statements, and they may take our word for it that Mr. Mundella's New Code (if he is successful in bringing it into operation in its present shape) will be quite as objectionable, and far less honest, than that issued by Lord Sherbrooke twenty years ago. We have given the *Standard* report of Lord Spencer's speech in another part of our paper, and we now supply below the report in the *Schoolmaster* of Mr. Mundella's reply, which the *Standard* does not give at all :—.

Mr. Mundella said : I am very glad that, as Mr. Langler remarked, the Proposals submitted to you have had the full consideration of teachers. I hold in my hand a memorial which you presented to this Department in October of last year, and I think you must be conscious that the Proposals which have been laid before the country have evidently been considerably influenced by your own views. My Lord President has strongly stated that his wish is to relieve the teachers and to do nothing to lower the dignity of the profession, and I am glad to find that in all your statements you acknowledge that we have endeavoured to meet you in that respect. When you submitted these Proposals to the Department, and when it was announced by the Lord President that we intended to look into the Code and deal with it, there was a great deal of speculation amongst teachers as to whether the Code would be dealt with thoroughly. I do not think that many of you expected that it would. To-day I find that if you complain at all you complain that we have been rather too thorough. Some of you have said that some associations would be glad to get rid of all results whatsoever, and trust entirely to a capitation grant. You say you have followed the lines of the Proposals, but I think it would be more correct to say that we have followed the lines of your Proposals, because I never considered the question of payment by results as opposed to a capitation grant, and Parliament would never consent to that. The vote is increasing year by year, and it will be very much increased, and Parliament would never be content to make such a grant without having some individual results. It could not be trusted to School Boards, much less to voluntary bodies, that large sums of money should be had, and that there should be no proper test. We have endeavoured, as far as we could, to meet the difficulties by dividing the grant, and I hope we shall, before we come to the end, so divide the grant that a fair proportion will go for ordinary education, and a fair proportion for average attendance. I do not say we are going to increase it considerably, but I may say that this year the grant is close upon 16s. per head, 7s. for reading, writing, and arithmetic, and 9s. for attendance, &c. Well, then, Mr. Langler assured us that you do not receive our Proposals with mistrust, and it would be very discouraging indeed, after all the care and consideration we have devoted to the work, if you yourselves should not show some appreciation of our desire to do you justice. With respect to matters of detail, of course it is impossible to go into all. You express objection to qualification by age. This is a point to which we wish to give careful attention, and perhaps a good deal has been said about that which will induce us to modify it. In regard to the merit clause, its object is that the judgment of the Inspector shall not be on the number of passes simply. That has been greatly dwelt upon, and the word "number" is not used as quantity but quality, the quality of the work is to be considered, and that is not tested by the greatest number that can scrape through, but by the general administration of the school, by the good order and good tone of the school, the good quality of the work being done, and by a due consideration of the circumstances under which the work is performed. Now I was very glad to hear what you said about infant schools—that you thoroughly approved our action. It is a great support to find that you are standing by us, and we believe that the little increase of expense must be expended in providing for infant schools, and that it will not be lost, for you yourselves know that the children make much more general progress if the infant schools are properly taught. Mr. Sykes said that no educational improvement can be achieved unless compulsion is more thoroughly enforced. I differ with him there. I am quite agreed that we must do all that we can in regard to this, as it is seriously occupying the attention of this Department, and we shall feel it our

duty to see if we can, in any way, secure a better average attendance by the help of the Home Secretary. The grant has been increasing steadily year by year, and without any change of Code we have increased more this year than in any former year. You are increasing, and you will go on increasing your results, and your demands upon the Exchequer, whether under the existing or a New Code will, I am quite satisfied, go on increasing every year, because you have more children brought into school now; you are getting accustomed to education; they are more receptive, their minds are more receptive, there is a better field for you to work upon, and you are getting better results; and I am quite satisfied that grants will go on increasing, and it is no use asserting that you have yet reached the maximum. With respect to "screwing up" the standards, we are at issue with Mr. Sykes there. Standards I. to IV. will remain as they are, and V. to VII., although they will be somewhat changed, are not made more difficult; they are not "screwed up." That is not my own conclusion only, but the conclusion of all the gentlemen who have advised us; but we will re-examine it and see if any alterations can be made. Mr. Sykes said that we were laying down four class subjects instead of two. In merging political and physical geography into one class subject, we are only doing what a true educational method demands, and every one familiar with those books by Mr. Fearon or Mr. Fitch will tell you that the two should be taken together. We have not asked you to take as much of each; we have asked less of you.

Mr. Grove: Our contention is that there is more asked for.

Mr. Mundella: That is a subject for consideration then. Our contention is that we have asked only for the same amount of teaching, but that the two shall go together.

Mr. Heller: We do not wish to dissociate physical from general geography; you see it is in our schedules, but we are afraid that the physical geography would be, by some inspectors, made such as was given in the papers of the Department under the head of physiography; we do not at all wish to dissociate them, if reasonably interpreted.

Mr. Mundella: I am very glad to hear that.

Mr. Greenwood: Would you kindly point out how you have not increased the literature?

Mr. Mundella: Surely you would hardly make the repetition of poetry a class subject or a specific. You cannot call that literature. With respect to Art. 39 (admission of graduates) being deferred, you say the proposal to admit graduates is premature in face of the large numbers of unemployed teachers. I must say that the School Boards represented here yesterday did not endorse your statement that there are large numbers of unemployed teachers. I think they still maintain that their difficulty is to get a good supply of well-qualified teachers. There may be many teachers, but there are some who are not well qualified. Good teachers are not superabundant.

Mr. Grove: There is a complaint throughout the country that men are trained and cannot get situations.

Mr. Mundella: As regards "percentage worship," we propose to correct this by the special merit clause. We do not expect you to obtain 100 per cent. If we adjust the grant so that what you earn now shall be earned under the New Code we do not say that, if you fall short, therefore the schools are falling below their average; but we do say that to ask us to fix 75 per cent as a maximum would be derogatory to teachers, and when Mr. Grove said that something like 65 per cent could be obtained he must forgive me if we say we know what can be obtained. We do not wish to put more pressure upon the teachers; the special merit clause will be the true corrective, because a school that merely runs for passes, and sacrifices all to that, will not get the grant, but the good and conscientious master will get it. There are schoolmasters who pay no regard to percentages, and have always done best.

Mr. Grove: I would like to point out that it is not in the hands of the Department; that as long as there is a sovereign to be earned upon the grant, managers and School Boards will insist upon its being earned.

Mr. Mundella: I am afraid we cannot introduce a relief for that.

Mr. Greenwood: In my own school the teacher reported as the least intelligent got the highest percentage.

Mr. Mundella: In reference to music, we are not asking for a high standard for

it, but we are asking what is attainable. Now, for instance, the teaching of the tonic sol-fa system is adopted by some with the greatest ease—*e.g.*, in Birmingham—and some in the deputation yesterday admitted that there would be no difficulty in doing it, and they make no difficulty about it. And you must know how easily it is to be done, and that it is not beyond your achievement; and that you will do it when it becomes a necessity; and that singing by ear is not enough.

Mr. Greenwood: That's not the point.

Mr. Mundella: But that's the fact. With regard to Welsh-speaking schools, Wales at the present moment gets a larger grant on the average than England. And it does not seem that when Wales makes a larger percentage of passes and a larger grant that Wales requires some special consideration or tender dealing with. This is our experience, and I do not think we can make an exception for Wales.

Mr. Mundella: In the Welsh speaking districts there is no doubt that the Inspector does not lay the same stress upon the intelligence as he does in English districts. As regards inspection, you do not make any recognition of what we have done in endeavouring to open the door of inspection to ordinary teachers. That is not in the Proposals, but you know that it is part of our scheme. You cannot put any question of inspection in the Code, but you may be quite sure that the work of inspection will be organised with a view to secure the greatest possible fairness—to eliminate, as far as possible, all elements of caprice, and to bring one general feeling of justice and equality throughout the whole system; and I trust that, as we all feel it so important, we shall succeed in making such arrangements for the system of inspection, that with the aid of Inspectors who are experienced and qualified schoolmasters, and with the aid of such men as we hope to see at the head of the inspectorial staff, all being brought under one influence, we shall secure the confidence of teachers and a feeling on the part of the profession generally, that they may thoroughly trust to the Inspectors. I am very glad to have received your suggestions; every one will be fully considered, and I hope with good results.

Mr. Langler having gratefully acknowledged the kind and patient reception accorded them, the deputation retired.

At a meeting on behalf of the National Society in the Town Hall, Farnham, Canon Gregory made the following remarks:—

Canon Gregory said that, when board schools came into operation, it was asserted that the Church would not have a school left in ten years; but the fact was that, in ten years, they had added 75 per cent to their school accommodation, so that, if they continued the progress at their present rate, they had no fear of destruction. He felt that the future of their country depended upon the population being religiously brought up, and being trained in a knowledge of Jesus Christ. He thought that the idea that the inculcation of a knowledge of reading, writing, and arithmetic would make people honest and good, was the greatest piece of folly people could conceive. The great object of the National Society was to sustain religious education. Canon Gregory then proceeded to give a brief account of the society, and the good work which it was doing. It had been established seventy years, and was the recognised handmaid of the Church for promoting the education of the poor in suitable learning, works of industry, and the principles of the Christian religion, accordiug to the Established Church. It had sought to increase the means of education by multiplying the number of properly constructed school buildings, and it had constantly been engaged in promoting the most approved system of instruction by the establishment of institutions for training teachers, both male and female. The Government having ceased entirely to inspect schools in religious subjects, or to make any grant of money dependent on religious knowledge, a general movement to supply the want had been made throughout England. The return of the Education Department showed that the accommodation in Church schools had risen from 1,365,080, in 1870, to 2,327,379, in 1880. The number on the register last year was 2,079,510. The Church was educating, last year, nearly twice as many children as were being educated in board schools, and its members voluntary contributed during the year nearly £600,000 towards the support of the schools.

Mr. Mundella, we are afraid, belongs to that class of persons who are described as being "too clever by half." While Lord Spencer, with the blunt honesty to be expected from him, tells us frankly the design of the "New Proposals" is to raise the standard of education, Mr. Mundella, fearful lest this announcement should rouse the hostile feelings of managers and teachers, tells us the grant is steadily increasing, and will go on increasing. It will hardly be satisfactory to the right hon. gentleman to see the impression his words have made on such a respectable paper as the *School Guardian*, which complacently assumes that an increased grant will be given under the "New Proposals."

Mr. Mundella insisted with much emphasis on the great increase during the last ten years in the amount of Government grant earned per scholar; and he announced that the next returns of the Department will show a still further increase. He added more than once that he hoped that for some time to come we should see a steady growth in the amount of grant. If this means, as the words seem to imply, that under the New Code the grant will be practically increased, we accept it as a satisfactory answer to a large number of complaints which have been urged.

The leading Church newspaper, the *Guardian*, is not quite so guileless and trusting as its educational contemporary, the *School Guardian*. It sees clearly enough what we see, that these "new proposals" are nothing less than an elaborately-organised and skilfully-concealed conspiracy for the destruction of voluntary schools. And as we have before pointed out, the keen edge of the material suffering will strike the *teachers*, not the managers, of these schools. We repeat that the educational value of these proposals is not sufficient, of itself, to warrant the trouble and expense of making the change. The two-headed representative of the Education Office blows both hot and cold, Mr. Mundella dispelling the warm breezes, Earl Spencer the icy blasts. Our readers will do well to read attentively the following extract from the *Guardian*, for the question affects them, in a much closer degree, than it does the clergy and school managers. To them a diminished grant means a reduced stipend:—

If the new Education Code should inflict injury on voluntary schools, the Department will not hereafter be able to plead that it has sinned unawares. It has been literally bombarded by deputations, representing all the various bodies which are interested in the voluntary system, and have proved their interest by labour and sacrifice. All praised, generally speaking, the educational promise of the New Code; all asked for some definite information as to its financial working. The Department, speaking through Lord Spencer and Mr. Mundella, reciprocated this friendliness of spirit by strong expressions of sympathy and admiration towards the work of the voluntary system, and professions of the most excellent intentions towards it. But, as Carlyle tells us in his "French Revolution," that deputations of the populace, after

enthusiastic and elaborate harangues from head-quarters, were so rude as to cry out for "Bread! Bread!—and not bursts of parliamentary eloquence;" so we think that the deputations from the voluntary schools would have preferred some prosaic and definite information on the subject of supplies to the most admirable official conventionalities. It will be no comfort to them, if they are devoured, that this is done in a most friendly spirit, and by a body ready "to weep for them, and deeply sympathise." The fact is, that, however good may be the intentions of the chiefs of the Department in framing the New Code, there are always two dangers to be feared. The one is the spirit of officialism, impatient of free variation and irregularity, always crying out for more elaborate regulation and more expensive machinery, and, accordingly, always inclining to a system like that of the School Boards, which apparently revels in an elaborate bureaucracy, and which, dealing with an inexhaustible purse, is ready to supply, at the expense of the long-suffering ratepayers, any amount of costly machinery. The other danger is from the *doctrinaire* spirit, continually pressing on towards an ideal of educational perfection, which (as Canon Gregory truly says) exists mostly on paper, in utter forgetfulness of the actual conditions of the problem, and the actual capacities of the children who fill our elementary schools. It is really against those two principles that the voluntary system has to guard itself; and it will do so fairly enough, unless it be starved out. There can be no reasonable doubt that the New Code must increase the expenditure on schools. Whether it ought to do so, considering how much is now lavished upon attempts to elaborate and adorn what must be only elementary education after all, we do not inquire. But experience tells us that against this tendency it is nearly impossible to strive. The one question is, whether, on condition of efficiency, help will be proportionately increased; and it is useless for Mr. Mundella to call this a sordid view of the subject, or to minimise its importance to voluntary schools. His task was comparatively easy in respect of the Wesleyan schools, which appear to touch the upper stratum of the lower class, charge comparatively high fees, gain high grants, and require but little from subscriptions. They will probably weather the storm without much difficulty. But it is not so with the schools either of the Church of England or of the Roman Catholics. The schools of the latter draw largely from the very poorest class, especially in localities frequented by the Irish. The Church, of course, has to provide for the classes with which Nonconformity has little to do; and has charge mainly of the country schools, which from the nature of the case, are at serious disadvantages, and which, we are glad to see, were especially dwelt upon by the Church deputations. We trust that the Department will look the seriousness of the question fairly in the face, and lay to heart the warnings, both of argument and of experience, so urgently pressed upon it.

What we demand from Mr. Mundella is to cease exercising the arts of flattery, and to tell the plain, honest truth, as he knows it. As the *Saturday Review* says in the accompanying quotation, *he must know* the probable result of his proposals on voluntary schools. Then why should he not tell us all that he knows?—

There must be an impression in the office as to what that effect will be, and there can be no reason why this impression—which, formed as it will have been by competent experts, will furnish valuable data for forecasting the future of voluntary schools under the New Code—should not at once be made public. The representatives of voluntary schools will then be able either to show cause why these impressions are to be deemed untrustworthy, or why, if they are trustworthy, the changes to which they have reference are inexpedient. It is greatly to be desired that Parliament should not, during the session, be as much in the dark about the proposed Code as nearly everybody else has been during the recess.

REVIEWS.

Sentences for Analysis, for Use in Schools. W. and R. Chambers.

In this little book the compiler gives nearly two hundred sentences of suitable length and variable difficulty, for the purpose of analysis. At the end of all the poetical extracts, and many of the prose extracts, the name of the author is given.

Moffatt's Explanatory Reader. Standard II.

This little book is made up of a series of lessons, mostly of an instructive character, simply written, and in every way suitable for children. The book is attractively illustrated; the hard words are explained; and questions on the subject-matter of the lesson are given at the end of each chapter.

Murby's Scripture Manuals: 1 Corinthians. By a Practical Teacher.

This little work has been prepared for the use of students preparing for Oxford and Cambridge Local and other Examinations. It seems to us a very good, simple, and fairly exhaustive commentary on the Epistle. The summaries of the chapters are very well done. The greater portion of the work is taken up with the explanatory notes, which furnish a simple commentary on the text.

A Key to the Books of Samuel and the Corresponding Parts of Chronicles. By the Rev. R. O. Thomas. London: T. Murby.

The writer of this book gives, first of all, a simple narrative, condensed, of the history of the two books, and then a series of "Notes, Critical and Explanatory." The book is carefully drawn up, and is intended for the use of candidates for the University Local Examinations. A geographical and chronological index, a table giving the meaning of the names that occur in the narrative, and ten sets of Examination Papers add to the value of the work.

Longmans' Modern Copybooks, Nos. III. and IV. By J. Tidmarsh. London: Longmans, Green, and Co.

The compiler of these copybooks has wisely determined that the children shall not copy their own defective writing and spelling, and so he requires very few copies from the model given for imitation. After the pupil has executed the first copy, the model is repeated in a pencilled outline, which has to be filled in, and then another copy completes the number to be taken from the headline. The models are well printed on good paper, and the series gives every assistance to careful teaching in this subject which teacher or pupil can require.

The Elements of Physiography. By J. J. Prince. Fourth Edition. Revised and Enlarged. Manchester and London: John Heywood.

The fact that this work in a short space of time has run through three editions shows that it must have been found widely useful. It consists of 190 closely printed pages, on the subjects comprised in the term "Physiography," being physics, chemical elements, geology relating to the crust of the earth, astronomical geography, and physical geography. The appendix contains the extra matter required for the advanced stage. At the end of the work the syllabus of the subject is given, and the examination papers from 1877 to 1881. Those who are taking up the subject of physiography could not be furnished with a better or cheaper handbook.

Moffatt's Reprint of Queen's Scholarship Examinations, July, 1881.

WE have here a reprint of the questions set at the last Queen's Scholarship Examinations, with answers to the questions in arithmetic, algebra, and mensuration. While noticing this little collection of questions, we take occasion to protest against a very peculiar and, to our thinking, very objectionable phraseology, in the directions to the pupils about to be examined, which we give below :—

> Before beginning your answers, fill up the following table.
> You will do this, although you may not answer any part of the Paper; which in that case you will return to the Inspector, writing the words "Not Attempted" in large letters below.

What we object to is the rudeness and discourtesy, the brute force element which is so conspicuous here. We should have liked to hear what opinion the late Dean Stanley would have given on the point. Surely the little word "please" introduced occasionally would have rendered the directions more courteous, and there surely would not have arisen from it any lack of willing obedience.

Geographical Reading Book. Standard III. London: W. Stewart and Co.

THIS book is profusely illustrated, nearly every page containing a picture, and sometimes there are two or three pictures on a single page. The writer begins by a couple of chapters, entitled "Town and Country," and "A Walk in the Country," written in a style suitable for very small children of six or seven years of age. Farther on in the book, the style becomes somewhat more serious and sensible, and deals with geographical facts. The subject-matter of the work is the geography of England, and a considerable amount of useful information is set forth in a lively and vigorous style, but we are disposed to question its accuracy on many points. The writer, in page 118, says, "We get corn in large quantities from Russia and the United States," apparently not knowing that the imports from Russia, since the Crimean war, have been constantly growing less—that the United States now undoubtedly holds the first place; and such a statement, too, as that "oats, beans, and peas are raised chiefly in the Midland Counties," is of questionable accuracy. We should have thought that oats were largely grown in the North of England. The writer says that "Hops thrive chiefly in Kent, Surrey, and Sussex." Now, apart from the question whether hops can be said to "thrive" at all, it is a matter of ordinary knowledge that they are largely grown in the county of Worcester. Dairy farming, it is said, is chiefly carried on in "Cheshire, Wiltshire, Shropshire, Gloucestershire, Somerset, Devon, and Dorset." We very much question whether it is carried on in these counties more than in Warwickshire, Northamptonshire, and the Midland Counties generally. To give his readers an idea "what a large amount of food London requires in a single year," the writer institutes a number of singular comparisons, of which the following is a specimen :—

> If all the barrels of beer drunk in London were piled together in Hyde Park, they would form 1,000 columns nearly a mile in height. Then if we were to imagine ourselves standing on this pile, we might suppose we saw in one direction a long herd of oxen approaching. Whilst the first was at the foot of the pillar, the last would be 80 miles away.

We cannot help thinking this is imagination run mad. Nothing is said as to the breadth of the herd, so we suppose the oxen are to be advancing one by one. We very much doubt whether a number of oxen in a single row, 80 miles long, would supply London with butchers' meat twelve months, and as regards the beer drunk, we do not consider, even if the estimate is a true one, that the subject should call forth feelings of pride and satisfaction. We do not approve of the style which the writer of this book adopts in such passages as these. "Directly after the Severn leaves Plynlimmon, it begins its naughty game of foaming over pebbles and rocky islets." It is a matter in which opinions may differ; but to our thinking, if the study of geography cannot be made attractive without such expedients as these, we should prefer that it should remain dry and uninteresting. At a period of our history when an earnest attempt is being made to lessen the loose drinking and drunkenness of the country, we cannot regard with satisfaction a sentence like this: "That queer, quaint old house is the country inn, and right good ale is sold there." As a matter of fact, we ourselves have never found good ale sold at a country inn; our readers may have been more fortunate in the course of their experience.

The Historical Reader. Part III. Collins' School Series.

In this Reading Book we have the "Outlines of English history from the accession of Henry VII. to the present time." The narrative is drawn up in a clear and interesting manner, interspersed with exhaustive lists of questions, series of short biographies, and chronological events. The book is attractively illustrated, and the history is brought down to the assassination of the Emperor of Russia on the 13th of March in the present year.

Elementary Education in Saxony. By J. L. Bashford, M.A. London: Sampson Low and Co.

Mr. Bashford has visited this summer several of the elementary schools in the Kingdom of Saxony, and this little book contains the results of his observations. The following paragraph will show how the good people of Saxony have solved the religious difficulty:—

> The religion professed and taught by a particular school is the religion of the majority of the parish, but provision is made for the minority. It is in the power of the minority to establish a school for itself, which is done in cases where the minority can afford it. Where the minority cannot afford to do so, the children receive their secular education at the parish school, and their religious education must be provided for by their own sect. Or, if the parents approve of it, they can receive religious education as well till they have attained their twelfth year, but then their parents or guardians must provide them with proper opportunities of being instructed in their own faith, or they will have to be taught the religion of the school and be confirmed, with the option of changing their religion afterwards. Parents naturally have an earnest moral interest in the religious education of their children, they will therefore wish that their children should be taught the same religion they hold themselves, and not what they consider to be error.
>
> All patronage in the hands of ecclesiastical bodies or private persons is taken away from them and handed over to the State.

Mr. Bashford says he has met with very few bad schools in Saxony. "The staff of masters and mistresses is not only capable of performing well the work placed in their hands, but is heart and soul devoted to it."

SHORT NOTICES.

Ward and Lock's *Illustrated History of the World.* Part II., continues the history of the oriental nations. The history of the Phœnicians, Israelites, and Medes and Persians is given in this number, which is admirably illustrated. The narrative is drawn up with great vigour, and is very interesting. A pupil-teacher or schoolmaster could not take in a better book. *Amateur Work Illustrated* (Ward, Lock, and Co.), edited by the author of "Every Man his Own Mechanic," contains "Help and Guidance for Self-helpers." A large design in colours for Japanese fret-work cabinet is presented with Part I. The first part contains 48 pages of useful information on a variety of matters as "Electro-plating at home," "Modelling in clay," "A simple fret-sawing machine," and others. Those who are of a mechanical bent will have here quite a treasure of useful knowledge.

THE MINISTERS AND THE DEPUTATIONS.

EARL Spencer and Mr. Mundella have devoted the first half of the month of December to the work of receiving deputations from important bodies on the subject of the re-casting of the Code. As if to make plain where the real interest of the present political situation centres, Lord Spencer has, at the conclusion of these receptions, not gone to the Education Office to discuss the recommendations with Sir Francis Sandford, but has proceeded to the Viceregal Lodge at Dublin, to confer with Earl Cowper on the dreadful state of disorganisa-

tion and social demoralisation which afflicts society in Ireland at the present moment. Mr. Mundella's Code is a small thing to the Government in comparison with that black cloud that hangs threateningly upon their political fortunes. If brighter prospects for that unhappy country should appear within the next few months, Mr. Mundella may possibly be able to embody some of his recommendations in the Educational Code; if things grow worse instead of better as the winter advances, we are afraid he must wait for a better opportunity to pose as an educational reformer.

On the last day of November a deputation from the National Society waited upon the Ministers, headed by the Archbishop of Canterbury. The Primate assured the Lord President they did not come in any hostile spirit to the Government proposals. They contributed every year over half a million to the education of the country, and he felt sure it was not the wish of the Department to add this large sum to the taxation of the country. He compared the school provision provided by the Church of England with that supplied by other agencies, and showed that more than half of the school places in existence were furnished by schools in connection with the National Society. The one feeling of uneasiness which oppressed them was that under the new system they would possibly lose some of the benefits they now enjoyed. "They might thus be in the position of being called upon to maintain the schools more efficiently, while the source of maintenance might be gradually diminishing." The Bishop of Carlisle assured the Department that voluntary schools had reached the limits of their power, and that any further strain upon the system would cause it to break down. The last part of the right reverend prelate's speech, with the agreeable interruptions from Mr. Mundella, we give below:—

As to mechanics, it was a disgrace that the present regulations should form part of the existing Code.

Mr. Mundella: That is under the old scheme. The new one is not out yet.

The Bishop of Carlisle said it was monstrous that children of eleven or twelve years should be taught about the conservation of energy before they knew the first principles of mechanics.

Mr. Mundella: The new scheme is based entirely on the recommendations made in your letter to me on the subject.

The Bishop of Carlisle remarked that he was so well satisfied with the last observation that he only hoped all his recommendations might receive the same attention.

Earl Spencer came prepared to meet the Deputation well furnished with official figures, and said that about five-ninths of all the scholars on the registers of the schools are connected with the National Society. One of the sentences in his speech, as reported in the *Standard*, reads ominously, and looks as if the cat were being cautiously let out of the

bag. "Our object," said the Lord President, "was to lay down certain general principles, and then to carry out the financial details so as not to diminish or greatly impair the grants now made to schools." The existing grants are not to be greatly impaired; if they do not reach the present level, the diminution is to be slight and gradual. It is somewhat amusing to hear from Lord Spencer that "The forebodings as to diminished finances are such as the Department never entertained," seeing that no one supposes the Department is much interested in the matter either way. The next two sentences we cut from the report, for Lord Spencer seems to acknowledge that possibly the changes may be injurious to small rural schools :—

> The changes made, both as to masters and pupil-teachers, will, undoubtedly, rather benefit than hurt schools up to one hundred and eighty pupils, after which there may be some question as to how the changes would affect them. The Department, however, are of opinion that not only will the teacher continue to receive increased grants, but that there will be the greatest possible improvement in the general education of the infants' schools, upon which so much depends.

Mr. Mundella tried to reassure the deputation on the matter of the reduction of the grant, stating that the general grant this year would come to about sixteen shillings, which greatly exceeded all former years. This statement, while furnishing an argument for the retention of the present Code, does not seem to us to prove that under the new system the results would be so satisfactory.

A deputation from the General Association of Church Managers and Teachers, headed by Canon Gregory, next entered, and the Ministers, after patiently hearing what the deputation had to say, assured them their representations should receive respectful consideration.

On the day following, December 1, an influential deputation from the Liverpool Training School of Cookery waited upon the Ministers, praying the Government to make a grant in the New Code for the education of girls in cookery instead of other class subjects, which were not so useful. Earl Spencer pointed out the difficulties which stood in the way of practical instruction in cookery in elementary schools. Mr. Mundella followed by stating that the Education Department could not do everything in the world, and that instruction in cookery must be left to the school boards and to voluntary effort. Their suggestion for a four-shilling grant, he thought, could hardly be serious, considering that sixteen shillings is the highest grant that has yet been reached, and that this would be giving an undue importance to cookery.

On Monday, December 5, a deputation from the Liverpool Conference of School Managers waited on Earl Spencer and Mr. Mundella, at the Privy Council Office, to present proposals for adoption in the New

Code. Mr. Christopher Bushell acknowledged that the adoption of the proposals would increase the expenditure, and, therefore, hoped that an increased grant would be given. Earl Spencer and Mr. Mundella pointed out the difficulties that stood in the way of the adoption of the proposals, but commended the educational work which is being done in Liverpool.

The whole of the School Boards, with the exception of Liverpool and Manchester, were represented in a deputation which had an interview with the Ministers on Friday, December 9. Earl Spencer replied in general terms, stating that it was open for discussion whether they might not modify the arrangements with regard to pupil-teachers according to the size of the schools. Mr. Mundella remarked that "the increase of grants was automatic in its action, being concurrent with increased efficiency, and in this way the Department hoped to raise the general standard of education in the country." In simpler English, we suppose this to mean that, under the present system, good grants are earned too easily, and that by making it more difficult to obtain them, they would make the education of the country more efficient.

The last of the deputations on the Code question was from the National Union of Elementary Teachers, headed by the president and officers of that body. Earl Spencer, in reply, hoped that Mr. Sykes, the president, had drawn rather a coloured picture in stating that many teachers had been driven into lunatic asylums by the worry of the present system. One of the objects of this revision was to simplify the duties of the teachers. He thought teachers would agree with him that it was necessary to exact a higher standard. However, as this deputation may be supposed to be more interesting to our readers than those which preceded it, we give the reply of Earl Spencer from the *Standard* report :—

Earl Spencer, in reply, said : It is with great satisfaction we receive this deputation. Reference has been made by Mr. Sykes to the worry that teachers go through, that their anxiety was causing them to leave the profession, and that a large number of them were driven into lunatic asylums. I hope that is rather a coloured picture. The importance of your profession in this country is becoming greater every year, and I should be sorry to think it was not one sought for by large bodies of my fellow-countrymen. I believe, on the contrary, that there is no profession which people are so anxious to join as that of the schoolmasters of this country. It certainly would be a great reflection on this Department if its rules were framed so as to introduce what Mr. Sykes calls "cram and worry." One of the objects we had in these proposals was to simplify the duties of the teachers, to make their task easier, to give them more elasticity, and to widen their power of choosing for themselves methods of instruction ; and I shall be disappointed if, after these changes come into operation, they do not find themselves greatly benefited by them. Mr. Sykes also spoke of the periodical screwing-up of standards. We think that altering the Code from time to time only worries the teachers and managers, and impedes their operations ; and we are most anxious to avoid such changes. I think you will admit that as education becomes more general throughout the country, it is desirable to exact a higher standard than

was exacted when education first came before us. We hope we are not unduly screwing up the standard, but are doing what we think ought to be done in consideration of the wide extension of education through the country, of the large parliamentary grant, and of local rates which are paid towards the spread of education. Mr. Grove referred to "the sordid view of the question." I am afraid it is impossible to avoid that altogether. I wish sincerely we could treat it entirely from the educational point of view. But if we did, certain interests in certain places would be affected, and dull children would be neglected. We do not want dull children unduly pressed, but we do not want them neglected. Remarks have been made about the 100 per cent of passes, and the difficulty there would be in obtaining that, and you desire that the lower percentage should be taken when the full payment is made. But we feel we must keep this question open. At the present moment you seldom get 100 per cent of passes in the standards. If we allowed you to get the full grant on the 80 per cent being passed, you would be then making, probably, a considerably larger addition to the present grant; and, therefore, what we propose is, not to make additions to the present grant, except to meet excellence. With regard to "examination by sample," in a qualified way I understand you accept this. Well, certainly it does not seem very hopeful to maintain this part of the scheme; but why this was suggested was, so as to press less heavily on the younger children, and not subject them to too much examination and responsibility in the grants being made. We thought the test of their instruction would be better carried out by class examination than by individual examination. I feel very strongly the great importance of inspectors and teachers working harmoniously, and I was glad to hear Mr. Heller bear testimony to the fairness, and ability, and good feeling that prevailed among a large class of our inspectors. I feel strongly that it is necessary, in the selection of inspectors, to look to high qualifications, such as distinctions in universities, tact, the power of examining children, and entering into all the difficulties which are met with by teachers and others in the school. I trust that the arrangements we propose in revising the inspectorate will promote greatly cordiality and good feeling.

MR. BRIGHT ON EDUCATION.

MR. BRIGHT has not often spoken on education, and never seems to be quite at his ease, when dealing with this subject. On Thursday, December 8th, in compliance with a long-standing engagement, he laid the memorial stone of the new Board School, at Llandudno. His speech was a curious mixture of miscellaneous politics. His reference to the Universities has a colour of truth about it; but he would, perhaps, scarcely maintain that the universities were designed to supply the rudiments of education to the poorest classes of the country.

It is a melancholy fact that in the past the duty of providing education for the great majority of the young people has been so almost entirely neglected. We have had Universities, it is true, and two Universities with enormous wealth—a wealth which, I believe, has been very lavishly and wastefully employed. We have had these Universities, but they have given their advantages, such as they are, mainly to the rich. We have had Grammar Schools and Endowed Schools in many parts of the country, but they have been in the hands of persons who, to a very large extent, have not kept them up to the intentions of the founders, and, in point of fact, we may say that generally the whole mass of the people was neglected as far as the Government were concerned. In as far as what we call common-school education is concerned, I believe that there have been thousands of parishes in England in which there has been no public school whatever, and now at last we are beginning to find ourselves awake to the negligence that has hitherto prevailed in the past and to the necessity for greater and strenuous exertions for the future.

Mr. Bright is too great a master of rhetoric not to know that a man may be guilty of disseminating falsehood by suppressing the truth; and in the statement above quoted we have a remarkable instance of the suppression of truth. The "Now at last we are beginning to find ourselves awake" may be true enough if penitentially applied to himself and the section of the body politic to which he belongs, but it is not true if applied to all sections of the community alike. The great work done by the clergy of the English Church in connection with the National Society during the first half of the present century, does not receive a word of recognition, much less of praise. A foreigner reading Mr. Bright's speech would imagine the clergy had been utterly careless and negligent, for the only reference to them is one of censure and depreciation.

> Amongst a very large proportion of the population education seems yet to have made but little way. We know also that we have an enormous amount to pay every year for the support of the poor. We know also that, notwithstanding that we profess to be a Christian country, spending many millions a year in the Established Church and in the free churches, for the purpose of teaching our people the principles of Christianity, still we are amazed and shocked almost continually by the occurrence, not only of a multitude of offences, but a number of very grievous crimes, and we have had during all this period of which I have been speaking the most barbarous criminal code which is to be found, or has ever been found, in any Christian nation. If this be so, we need not be surprised that we have poorhouses very large and in great numbers; that we have prisons not quite so numerous but very large, and offering a sort of dark shade to the landscape wherever we look upon them.

After declaring that the history of his country since the Revolution had been one disgraceful period of error and crime, every war an unjust war, and nearly every country of the world stained with the blood of Englishmen, Mr. Bright proceeded to quote figures showing the great advance education has made within the last ten years. These figures are to be found in the last report of the Committee of Council on Education; but this enthusiastic advocate of the extension of education, holding, moreover, an office under the Crown, evidently does not read the short official summary of the year's educational progress which is annually issued by the Education Department. He quotes the figures "from a very interesting little book called 'The British Almanac.'" He had evidently put the matter off till the latest possible moment, for, in a vein of agreeable candour, he tells us it was only on the previous evening that he consulted the pages of that fascinating work. Having misrepresented the clergy, Mr. Bright next proceeded to pour ridicule on the views of Dr. Johnson, perhaps the most courageous advocate of popular education in his day.

> Dr. Johnson, who lived a hundred years ago, and was a great authority, did a thing I never could comprehend any one could do. He wrote and published a great dictionary. He says the extent to which you can educate a people with safety to themselves and others is a point which has never yet been properly understood. Well,

we have gone a long way ahead of Dr. Johnson, because now we believe that the safety of the people, and of others also who are considered very much of the upper class—of everybody—and the country, its prosperity, its life, its advancement, depend very much on the extent to which education is spread.

It is a foolish boast to say we have gone a long way ahead of Dr. Johnson, when such an advanced thinker as Mr. Goldwin Smith tells us that in America "people were being led to the conviction that the education given in the public schools ought to be of a strictly practical character, and that the door should be closed against ambitious programmes, which engendered a false conceit of knowledge and of superiority to common work." It is the system glorified by Mr. Bright which has produced the Lefroys and Guiteaus of our day. Further on in his speech, as if to show his utter unfamiliarity with the subject, he speaks of "grants to school boards" when he means loans to school boards. He evidently is under the impression that these "grants" or "loans" are paid out of the public taxes, and are a special indulgence granted to the working classes. He proceeds onward in his gossiping vein, and gives instances of clever men who have risen in recent times from a humble origin.

The grants to school boards in England have been £10,739,000, of which London alone has had £3,885,000. Wales has had £636,000. These are loans which are made to enable schools to be built. Now, I think that is, after all, a little bit of light thrown on the gloomy picture which I have just been painting. These grants are not made for the purpose of educating rich, or what are called well-off, people. Now every working man—every father and mother of a family, to whom the grant will be a great concession and a great blessing in regard to the education of their children—should bear this in mind, that this grant—of course they pay their share, because we pay taxes—is given with the express object, not of educating the rich, but of educating those who live by the labour of their hands and upon their weekly wages.

He goes on to explain that he is not a scholar himself, and gives an instance of a German nation where, by the extension of education, intemperance was banished from the community.

I know I shall be criticised as not being a scholar myself. I am one of those who, in the sense of high cultured people, never had any education. I learnt some Latin, and very little Greek, but all the Greek has gone long since, and traces of the Latin only still remain. What I want the people to do and know is that which prepares them for their daily duty, which gives them self respect, and which teaches them to respect others, which makes them better children in their families, which teaches them to respect and have regard and reverence for their parents. I think that these schools, if the masters only do their duty, may render great services in the way of temperance. Some years ago I met a gentleman in Birmingham—I believe he came from the kingdom of Saxony—and the question of temperance was being discussed. He spoke to me about it afterwards, and told me that fifty years ago—and it would probably be sixty years now—intemperance was common in that country; but he said, "Now if you wanted to describe a man who was to be relied upon for his sobriety you would say of him 'why he is as sober as a Saxon.'" "Well now," I said, "tell me how this has been brought about? Have you had any great changes in your laws with regard to the sale of intoxicating liquors?" And he said, so far as he knew, there had been no changes of any importance—none that struck his mind—"but," he said, "I believe the change has been made entirely by the schools." He said they had had an admirable system of education established, and the result of it

had been such a change in the character of the growing generation, so much self-respect, so much knowledge of what was due to themselves and those around them—so much sense of what would contribute to their own comfort and happiness—that the practice and the vice of intoxication had been almost banished from amongst them.

He is evidently under the impression, however, that no extension of education alone would banish intemperance from Wales, for he proceeds to speak with approbation of the Sunday Closing Bill recently passed for the Principality. He has no doubt, he says, that in the future there will arrive from the Board Schools of this country many boys who will attain great distinction and usefulness. He hopes also when the franchise is extended to householders in the counties, the country will be governed so that the Queen, the House of Lords, and the Cabinet will not be able to do anything contrary to the national interests. We give below the whole of the concluding portion of what we cannot help regarding as a most unsatisfactory address. Not one word in it is devoted to the importance of religious education. The whole tenour of the speech proceeds on the supposition that nothing was done for education till the passing of the Education Act in 1870. The orator leaves his subject on every possible occasion, and speaks of the wickedness of foreign wars, the Welsh Sunday Closing Bill, and the extension of the franchise. It is somewhat ominous for the present condition of the Ministry that Mr. Bright includes the Cabinet among the powers inimical to popular liberty and progress. It throws some light on what Mr. Labouchere has lately informed us, that the Irish Coercion Bill was only consented to by Mr. Gladstone from the fear that dissensions might arise in the Cabinet which would destroy his Ministry.

I have no doubt that in the future there will arrive from the Board schools of the country many boys who will attain great distinction and usefulness. I have an observation or two to make as to the condition of the country at this moment, and the necessity in a practical point of view for the spread of education. If you will take into consideration what the schools are doing, and what the Press is doing, you will see how we stand—not, as it were, on the threshold, but inside the door of a new state of things and a new career. The Press speaks from every quarter, and by the extension of the franchise, to every householder, and by and by—some time, one hopes, before we come to another General Election—when it will be, I fear nobody exactly knows—when the franchise is extended in the counties—when that comes to pass, and even, it may be said, now, by the influence of all our boroughs, the people are positively admitted into the council chamber of the State, and it is not in the power of Sovereign, or of Cabinet, or of that House where members do not sit from popular representation—it is not possible for powers that were maintained fifty years ago to do anything that the great body of the people have been taught or led to believe to be contrary to the national interests. You see the whole state of things politically is greatly changed, and educationally changed, because what would be a more dire calamity than the extension of political rights to hundreds of thousands of people who had no knowledge whatever of how to exercise those rights? They might be made the tools of corruption on the one hand, or of wild and impossible schemes on the other. It is as essential for the people that they should know something of politics as that they should have the political weapon of the vote in their hands. Therefore we are here to-night. One of our objects in being here is to explain this—

to urge it upon you, and the country, that every man, whatever his position, who has any interest in life and any interest in the country, and any children to follow him, has a direct personal interest in the education of the people, so that our Government henceforth may be a Government of wisdom. If your children go to your schools, if the masters teach them self-respect—respect to their playmates, and their parents, kindness to animals, and love of truth, the love of industry, and the idea of what is meant by obedience to those common virtues—I am afraid some of them are uncommon—if they are taught all this, how great will be the result in any town in your Principality, or in any community. I believe that, looking at our home affairs, we may expect with regard to our legislation, that we may have greater justice done between class and class, and that the terms class and class may be in time almost obliterated by the effect of our becoming a united people and nation. And with regard to our foreign affairs, may we not hope as to that, looking back to the past, to the page of glory—false glory—of glory based upon misery and bloodshed—that page shall be a new page written, and that the historian of the future shall record in it for the advantage of our children and our children's children, that we have come to a time of a higher civilisation and of a higher and purer national morality?

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on December 1, the question of industrial schools again came up for consideration. Mr. E. Jones moved a resolution that after a child had been in an industrial school eighteen months, the managers of the school should be asked to report upon his conduct and educational improvement; but an amendment to this, referring the matter to the Industrial Schools Committee, was carried by a majority of the Board. Another resolution, asking the Home Secretary to institute an inquiry into all the industrial schools, was met by an amendment that Mrs. Surr, Miss Hill, and Colonel Prendergast should visit the schools instead. Colonel Prendergast hoped they would agree with neither the motion nor the amendment. "It was extremely desirable, when they were doing business with a Government Department, not to insult it." This was said in reference to the motion moved by the Rev. G. M. Murphy, who, in supporting it, alluded to "the romantic letter of the Home Secretary." Some difficulty occurred in keeping order during this debate, as will be seen from the following extracts:—

The Hon. E. L. Stanley was happy to say that he found himself in agreement with Mr. Roberts and Mr. E. Jones. These motions on the subject of industrial schools reminded him of an incident related by Mr. Artemus Ward.

Mr. Bonnewell rose to order. He wished to know whether a statement made by Mr. Artemus Ward had anything to do with the subject?

The Chairman ruled that Mr. Stanley was quite in order in illustrating his argument.

Mr. Stanley, continuing, said that Mr. Artemus Ward, when a fire occurred at his house, drew up a series of resolutions, in one of which he thanked the fire brigade for refraining from squirting after the fire was put out. He should be glad if members would refrain from squirting now that the fire was put out.

Mr. Bonnewell thought if Mr. Stanley could relate an incident in the experience of Artemus Ward, he might read an extract from a paper concerning a Board school.

Mr. Bonnewell opposed the motion. The Board—or rather the majority—had already made themselves ridiculous, and he asked them not to make themselves contemptible. The Board had greater scandals existing in some of its day schools than those which had come to light concerning St. Paul's School. Mr. Bonnewell proceeded to read an extract from a paper with reference to a Board school, when

The Chairman called him to order, pointing out that the extract had nothing to do with the question before the Board—that of industrial schools.

Mr. Bonnewell: I do not agree with you. Judges are fallible, like other men, and you, sir, appear to be no exception to the general rule. Mr. Bonnewell proceeded to read the extract.

The Chairman again called Mr. Bonnewell to order, stating that the extract had nothing to do with the question.

Mr. Bonnewell considered that it had as much to do with the question as Artemus Ward. Continuing, he repeated that there were things in some of the Board schools quite as scandalous as those at St. Paul's School; and if the chairman would not allow the matter to be brought forward, they would take an opportunity of ventilating the matter outside the Board.

The Chairman: You are not justified in saying that I do not allow you to bring these matters up. What I say is that you must bring them up at the proper time.

Mr. Bonnewell: That is a convenient way of shelving the discussion. I represent an important constituency, and I have a right to bring forward any matters I think proper.

The Chairman: No, Mr. Bonnewell; you have no right to act in defiance of order.

Later on in the sitting Mr. Stanley moved the following resolution:—

That the last rise granted on good report to the head teachers of the Kender Street, Hatcham, School, be cancelled, on the ground that no entries were made in the punishment book, while punishment was administered, and that the fact was not known to the Board when the rise was granted.

Mr. Stanley explained that the committee proposed simply to censure the teachers, but that that was not enough. The rise in salary, he said, would not have been granted, had this "grave dereliction of duty" been known. Mr. Stanley then read a letter which had been receeived from the teacher, which he considered aggravated the offence.

Mr. Stanley read the letter, in which the teachers promised that the offence should not occur again; stated that it had occurred because—on account of the distasteful nature of punishments of children—they desired to forget them as quickly as possible, and further stated that they did not think the Board attached much importance to its rule. Mr. Stanley pointed out that these teachers were actually cautioned as to the necessity of obedience to this rule last year, when the Board Inspector reported that there had been cases of punishment in the infants' school which had not been entered. He considered that it would have been necessary to inflict a far heavier penalty if it had not been that these were good and efficient teachers, who had in other respects done their duty to the Board and to the children. But if they were to pass over this matter by merely censuring the teachers, other teachers of less merit would have cause to think that the Board acted with partiality.

Mr. Ross moved as an amendment to Mr. Stanley's motion the "previous question," considering that a censure was sufficient to meet the necessities of the case. Mr. H. Gover explaiued that the adoption of the motion would lead to a money fine of from £40 to £80. Mr. Ross's amendment

was negatived by 19 to 12, but an amendment moved by Mr. H. Gover, that the opinion of the solicitor be obtained on the legality of the course, was agreed to.

It was agreed that on its rising on December 15th, the Board should adjourn till January 12th, 1882.

At the meeting of the Board on December 8th, the question of the admission of pupil-teachers to training colleges was further discussed and again adjourned. The School Management Committee recommended Miss Martina Bergman as Superintendent of Physical Exercises in girls' schools at a salary of £200 per annum, but the appointment was not made at this meeting. Some objection was taken that only one out of two selected candidates was seen, and that the Committee had no right to insert in the advertisement "Applicants must be able to impart instruction in Swedish exercises." Mr. Bonnewell characterised it as "a scandalous job."

On the motion for authorizing some extra expenditure on the *Shaftesbury* Training Ship, Mrs. Surr moved her amendment, "that six months' notice be given of its discontinuance." The debate was adjourned.

At the meeting of the Board on December 15th, the question of Miss Bergman's appointment was again considered. Mr. White said her articulation of the English language was not sufficiently clear. Mr. Bonnewell said the choice was the result of favouritism. This candidate was, however, elected by a large majority. The Board then resumed the debate on the *Shaftesbury*, which was enlivened by a personal incident, and again adjourned. The Rev. G. M. Murphy is speaking:—

Mr. Lucraft maintained that the ship was a failure, had been a failure from the first, and would always be a failure. [Mr. Lucraft: Hear, hear.] Probably Mr. Lucraft would do all he could in committee to render the ship a failure.

Mr. Lucraft asked Mr. Murphy to withdraw that imputation. He denied being actuated by any such motive.

The Chairman said that if Mr. Lucraft wished to make a personal explanation, that should be done at the conclusion of Mr. Murphy's speech.

The Rev. J. Diggle submitted that in the past at this Board, when unworthy motives were imputed by one member to another, the member who made the allegation was immediately called upon to withdraw it.

The Chairman said he was not aware that any unworthy motive was imputed.

Mr. Corry: Are we to understand that a particular party at this Board is licensed from the chair to slander other members? for that is what it amounts to. ("Oh," "order," and "hear, hear.")

Mr. Murphy said he would withdraw anything he had said if it was understood to impute an unworthy motive to Mr. Lucraft. It was the greatest mistake possible to sell this vessel. No one knew better than Mr. Bonnewell and his friends that by such a course the Board would only be stepping from the fryingpan into the fire, and that they would be involved in far more expense. He felt assured the Board would not, by their vote to-day, sell a vessel which had done so much good work in the past. He believed it was yet to do much good work in the future.

A discussion arose upon a proposal of the Industrial Schools Committee to transfer the children from St. Paul's Industrial School to Milbourne, Blandford, Dorset, and Gem Street, Birmingham. Mrs. Surr objected to these schools as too far off. Mr. Stanley stated that the Home Office had recommended the Gem Street school, and Mr. Roberts, characterised the Home Secretary's conduct as "scandalous." It appears, however, from the following extracts, that the Home Secretary cannot depend upon fair and impartial treatment by the majority of the London Board.

The Rev. J. Diggle wished to know whether Mr. Spicer had anything to say as to the very serious charge brought by Mr. Stanley against the Home Secretary. Mr. Diggle read a letter addressed by the secretary of the Gem Street school to the Industrial Schools Committee, in which it was stated that there were twenty vacancies in the school, and that they would be glad to receive some of the boys who were about to be sent from St. Paul's school. Across the corner of this letter, Mr. Diggle stated, was a note written by Mr. H. Rogers, H.M. Inspector of Schools, as follows :—"Some of the children will be sent to this school." Mr. Diggle also read a letter from Mr. Scrutton, in which he stated the manner in which he had arranged for the transfer of the boys ; and from this it appeared that Mr. Scrutton had arranged for eight boys to be sent to the Gem Street school, Birmingham. The letter asked that if the Board had any objections to make they should be made at once. Mr. Diggle said these documents proved Mr. Stanley's assertion to be false, and he asked Mr. Spicer if there was any evidence to support that assertion.

Mr. Stanley, who was greeted with cries of "Withdraw," said he had nothing to withdraw. He had said this proposal came from the Home Office. He adhered to that statement.

Miss Taylor said Mr. Stanley ought to be requested to withdraw his statement, or apologise. She said the note referred to, written by H.M. Inspector Rogers, was dated from 3, Delahay Street. Was that the Home Office ?

Colonel Prendergast : Yes ; certainly.

Miss Taylor : No ; it is the office of H.M. Inspectors of Schools.

Colonel Prendergast : Yes ; under the Home Office.

Miss Taylor : Yes ; under the Home Office : not the Home Office. She said the letter from the secretary of the school went from the Board to what her gallant friend called the Home Office. The Board therefore took the initiative, and she hoped, for the credit of the gentlemanly honour and veracity of the Board, Mr. Stanley would withdraw his scandalous attack on the Home Secretary.

After some further discussion, the amendment was withdrawn, and the report of the committee was taken back.

The following extract will show that the solicitor has pronounced Mr. Stanley's motion for fining a teacher for not entering punishments illegal, and it has therefore been withdrawn.

TEACHERS AND THE RECORD OF PUNISHMENTS.

The Hon. E. L. Stanley withdrew the following motion, the debate on which was adjourned from a recent meeting, as the solicitor had given his opinion that the motion was illegal :—

That the last rise granted on good report to the head teachers of the Kender Street, Hatcham, school be cancelled, on the ground that no entries were made in the Punishment Book, while punishment was administered, and that the fact was not known to the Board when the rise was granted.

The report of the School Management Committee on the subject was taken back for reconsideration.

A letter had been received from Mr. Gantrey, secretary of the Metropolitan Board Teachers' Association, stating that the following resolution had been passed at a recent meeting :

That this meeting of the Metropolitan Board Teachers' Association, called to consider the "Code Proposals," wishes to express its sympathy with the teachers of Kender Street school, Hatcham, whom the Board propose to punish to the extent of £75, for omitting to make entries in the Punishment Book, notwithstanding that they have efficiently conducted their schools for the past nine years, and up to the present time, without any complaint of punishment being made to the local managers or to the Board.

The letter was ordered to be acknowledged.

At a recent meeting of the Crewkerne Board a resolution was brought forward in favour of the teaching of phrenology in our Training Colleges, but it was allowed to stand over for the consideration of the new Board. As it is not likely that any resolution of the Crewkerne Board will have much weight with the heads of Training Colleges in such a matter, it would seem that the time of the Board could be better occupied than in debating it.

At the first meeting of the Norwich Board after the election, the Roman Catholic member joined the Dissenters in the election of chairman and vice-chairman of the Board. Mr. Gould was re-elected chairman, while Dr. Duckett, the Roman Catholic member, was elected vice-chairman of the Board. It appears that the Church party had Dr. Duckett on their list, but as he was absent from Norwich at the time, it was impossible to consult him about it. This is the first time, we believe, that a Roman Catholic member has attained the position of vice-chairman of a School Board in England. The *School Board Chronicle* remarks: "The history of the Norwich Board for the next three years promises to be interesting, there being a minority representing a majority in the constituency, and a minority unsectarian chairman facing a Roman Catholic vice-chairman.

The Education Department are instituting an enquiry into the sufficiency and suitability of the school accommodation in Stockport. Stockport once possessed a School Board; but on the petition of that body, supported by the Town Council, it ceased to exist during the last Administration. The Commissioners are Mr. Drewry, examiner for the office at Whitehall; and the Rev. G. R. Moncrieff, senior H.M. Inspector for the district. We suppose if the Commissioners report that there is a deficiency of educational accommodation, the election of another School Board will be ordered.

The Shrewsbury people have been electing a School Board. This is the way, we are informed in the *School Board Chronicle*, the contest has been conducted :—

Those who are working the election are among the very aptest pupils of the science of managing the cumulative vote, notwithstanding the fact that this is their

first School Board election. For the nine places the Church party have nominated only five candidates, the Nonconformists only five; there is one Roman Catholic candidate, and no "independent" outsider is put forward to mar the fairness of the fight. Then, as the polling day draws near, ward lists are extensively circulated, in exact accordance with the Birmingham system, instructing every elector how to distribute his nine votes among the five candidates on his side: four men to have two votes and the fifth one in Welsh Ward, while the candidate who gets one vote from each supporter in Welsh Ward gets two votes from each supporter in Stone Ward, and so throughout the town.

The following paragraph gives the result of the election :—

Mr. T. Groves, J.P. (Conservative Churchman)	4,265
Dr. H. Fenton (Conservative Churchman)	3,637
Mr J. G. Spence (Conservative Churchman)	3,308
The Rev. Canon Lloyd (Conservative Churchman)	3,315
Alderman T. Southam (Conservative Churchman)	3,132
Mr. J. Bratton, J.P. (Liberal Churchman)	2,608
The Rev. Father Allen (Roman Catholic)	2,568
Mr. W. Phillips (Liberal Dissenter)	2,510
Mr. A. G. Brookes, J.P. (Liberal Churchman)	2,463

UNSUCCESSFUL.

Mr. T. W. Thompson (Liberal)	2,246
Mr. J. Kent (Liberal)	2,223

EDUCATIONAL NEWS.

SUMMARY OF RESULTS OF EXAMINATION IN RELIGIOUS KNOWLEDGE OF STUDENTS IN CHURCH TRAINING COLLEGES, OCTOBER 3, 1881.

Colleges for Masters.

Names of Colleges	First Year					Second Year				
	Number presented for Examination	Class I.	Class II.	Class III.	Failed	Number presented for Examination	Class I.	Class II.	Class III.	Failed
Battersea	57	25	23	9	—	54	34	20	—	—
Carmarthen	28	3	18	7	—	30	12	18	—	—
Carnarvon	26	—	9	17	—	18	1	10	7	—
Chelsea, St. Mark's	56	20	35	1	—	54	30	23	1	—
Cheltenham	43	9	19	15	—	43	8	32	3	—
Chester	51	11	24	16	—	52	7	44	1	—
Culham	39	15	19	5	—	50	29	21	—	—
Durham	35	11	24	—	—	33	5	25	3	—
Exeter	28	2	22	4	—	32	6	25	1	—
Peterborough	25	5	14	6	—	25	1	18	6	—
Saltley	46	14	29	3	—	53	19	32	2	—
Winchester	28	5	16	6	1	25	13	12	—	—
York	31	9	16	6	—	33	4	25	4	—
Total	493	129	268	95	1	502	169	305	28	—

Colleges for Mistresses.

Names of Colleges.	First Year					Second Year				
	Number presented for Examination	Class I.	Class II.	Class III.	Failed	Number presented for Examination	Class I.	Class II.	Class III.	Failed
Bishop Stortford	30	4	20	6	—	29	14	13	2	—
Brighton	35	7	21	7	—	30	3	18	9	—
Bristol	42	6	16	19	1	35	6	19	10	—
Cheltenham	32	10	18	4	—	27	8	17	2	—
Chichester	15	6	8	1	—	11	4	5	2	—
Derby	22	6	13	3	—	22	2	19	1	—
Durham	40	6	25	9	—	29	4	14	11	—
Edinburgh, Episcopal	29	6	18	5	—	28	7	18	3	—
Home and Colonial	76	6	53	17	—	63	18	39	6	—
Lincoln	21	11	9	1	—	18	10	8	—	—
Norwich	30	4	23	3	—	26	9	16	1	—
Oxford	10	1	6	3	—	16	3	6	7	—
Ripon	31	4	13	14	—	26	11	14	1	—
Salisbury	40	8	24	8	—	36	8	22	6	—
Tottenham	54	10	38	6	—	31	14	14	3	—
Truro	18	3	13	2	—	21	4	15	2	—
Warrington	53	1	26	26	—	62	6	32	24	—
Whitelands	69	22	45	2	—	69	34	34	1	—
Total	647	121	389	136	1	579	165	323	91	

NATIONAL UNION OF ELEMENTARY TEACHERS.

MEETING OF THE EXECUTIVE.

An ordinary meeting of the Executive was held at 1, Adam Street, Adelphi, W.C., on Saturday, December 3, at 11 a.m. The chair was taken by Mr. J. R. Langler, B.A. (president), and the following members also attended: Messrs. Sykes (vice-president), Greenwood (treasurer), Crowther, Cutler, Day, Devonshire, Girling, Graves, Grove, Hamilton, Lethbridge, Maidment, E. W. Moore, M.A., H. J. Moore, Pitt, B.A., Russell, C. Smith, Sneath, Wild, B.A., Wilson, Calmady-Richardson (Devon), and Webb (East Lancashire).

Mr. James attended for the secretary, who was visiting associations in Staffordshire.

The minutes having been read and signed, important notices by Mr. H. J. Moore and Mr. Greenwood were handed in.

Mr. Greenwood brought up the following statement:—

Treasurer's Statement of Receipts and Expenditure for the Period from Oct. 22 to Nov. 26, 1881.

Receipts.	£	s.	d.	Expenditure.	£	s.	d.	£	s.	d.
To Balance in hand, October 22	11	4	8	By Travelling Expenses—						
,, Subscriptions	159	7	6	Secretary	6	1	9			
,, Advertisements	30	17	6	Executive	46	15	7			
,, Inquiry Fee	0	5	0	Deputations	7	4	6			
,, Sale of Agreement Forms, &c.	0	9	3	Officers' Expenses to Conference	5	16	0			
								65	17	10
				,, Postage				6	10	8
				,, Printing and Stationery				2	1	8
				,, Conference Expenses				24	5	0
				,, Stamps and Bank Charges				0	2	0
				,, Salaries and Wages				18	0	8
				,, Rent and Office Expenses				13	17	6
				,, Petty Cash				0	10	8
								£131	6	0
				,, Balance in hand				70	17	11
	£202	3	11					£202	3	11

RESERVE FUND ACCOUNT.

Dr.	£ s. d.	*Cr.*	£ s. d.
To Balance in hand, Oct. 22	251 13 7	By Balance in hand, Nov. 26	251 16 11
,, Donations	0 3 4		
	£251 16 11		£251 16 11

(Signed) RD. GREENWOOD, Treasurer.

In moving the reception and adoption of the statement, the Treasurer congratulated the Executive on the improved state of the finances. Last year at that date they were indebted to the reserve fund £84 19s. 9d., whereas now they had £70 17s. 11d. of their own in hand, and the travelling expenses of the Executive from Easter to August were paid. Since the last statement £159 7s. 6d. had been received as subscriptions as against £108 11s. 11d. last year. Since November 26, when the books were last made up, no less than £89 8s. 9d. had been received. The total amount received as subscriptions up to November 26 was £1,039 2s. 9d., as against £800 3s. 11d. to November 26 last year. About 2,000 more members had been paid for this year than were paid for last year at this time. The reserve fund was intact, but was only about £6 more than it was last year.

Mr. Hamilton (Chairman of Committee) brought up the following report:—

"NINTH REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE

"[NOVEMBER 28, 1881].

"The Finance and General Purposes Committee, at their meeting on November 28, examined the Secretary's books and accounts, and signed them as correct. They now call attention to the fact that during the past month subscriptions were received from 1,275 members as against 811 during the same period of last year. A cheque was ordered to be signed for £10 16s. 8d., salary of Mr. James for November. The committee recommend that a cheque be signed for £30 current expenses.

"The Secretary reported that, in accordance with the instruction of the Committee, a circular had been issued to the 117 associations which had made no payment on account of the current year's subscription. Many associations had made payment during the past fortnight, and others had promised to do so. Seventy-one associations had made no reply to the circular, and the Committee directed that they should be again written to. No communication had been received from the following associations up to December 7th:—Accrington, Arvon, Bedford, Cardiff, Chipping, Sudbury, Crewe, Cumberland (West), Dartford, &c., Derbyshire (East), Devon (East), Driffield, &c., Essex (South-east), Farnham, &c., Glamorgan (Central), Gloucester, High Wycombe, Llanelly, Malton, Penistone, Pontypridd, St. Columb, Selby, Sherborne and Yeovil, Shrewsbury, &c., Stalybridge, &c., Stratford-on-Avon, Suffolk (South-west), Sussex (West), Tavistock, Thame, Vale of Clwyd, Walthamstow, Warrington, Whickham, and Wrexham.

"The Committee considered the estimates for printing 10,000 copies of the General Prospectus. Tenders had been received from twelve printers, and the Committee accepted the lowest—namely, that of Messrs. Shaw & Sparks, £3.

"The Committee recommend that the Executive should decide what papers will be read at the next Conference.

(Signed) GEO. M. E. HAMILTON, Chairman.
THOMAS E. HELLER, Secretary."

After the reception of the report a cheque was ordered to be signed in accordance with the recommendation.

On the motion of Messrs. Grove and Girling, the Committee were instructed to bring up a report as to the number and subjects of papers for Conference.

The National Schoolmaster.

SUMMARY.

AT the meeting of the London Board, on February 16th, the question of "higher elementary schools" was debated, and the consideration of it adjourned. A memorial from the principal clerks of the Board, on behalf of their several Departments, was read, praying that a Superannuation Scheme may be introduced, by which retiring allowances shall be granted the servants of the Board, to commence, in cases of bodily infirmity, after ten years' service. This memorial was referred to the Statistical and Finance Committees for consideration and report. We are heartily glad such a memorial has been brought forward, as, in the event of its being favourably entertained, it will strengthen the claim for a pension made by the school teachers, whose necessity in this matter is greater than that of the comfortably paid officials who serve under the London School Board.

An Inspector's Assistant writes to the *School Board Chronicle*, advocating the establishment of sponge-wells, as well as ink-wells. He thinks that while want of funds may be pleaded as an excuse for not providing them in denominational schools, this plea cannot be advanced on behalf of bodies like the London School Board.

Experience tells me, and I am sure I shall be borne out by hundreds of teachers, that the almost universal provider of moisture for the cleaning of slates is the mouth. Why should this be? Certainly, most of our methods are trying because they are cumbrous. The fault does not altogether rest with the teachers and children. The makers of desks, it appears to me, have control of the matter, and up to the present I do not think they have supplied a fully equipped and serviceable desk. A set of three desks, capable of holding twelve children, will probably be supplied with twelve ink-wells. Why should there not be twelve—or nine—sponge wells also? These sponge-wells need not be much, if any, larger than the ordinary earthen ink-wells, a damp sponge occupying but very little space. For the sake of distinction, their shape and colour might be different from the ink-wells, and their extra cost would be trifling.

In voluntary schools, where the expenditure of every shilling must often be watched, there may probably be some difficulty in supplying them, but in Board schools the extra cost would be an almost imperceptible item. Of course they could easily be fitted to most of the existing desks.

Supposing them to be supplied they should be attended to as regularly and carefully as the ink-wells. Each child should have a small duster; this could be carried in the pocket. If the property of the school, it should be looked after in the same way as are the books, &c.

It used to be considered in this country that when an Act of Parliament was passed, it was binding upon both the great parties of the State. What is rapidly becoming the modern doctrine on the subject, is that it is only binding on the party that proposed it, and by whose aid it was passed into law. The editor of the *School Board Chronicle* gravely discusses whether the present Education Department will carry into effect Mr. Pell's clause for the dissolution of School Boards. At the last resort, it is optional with the Committee of Council, and Mr. Mundella, the present Vice-President, vehemently opposed it, in its passage through the House of Commons. Our contemporary forgets, however, that there is such a personage as Earl Spencer, who is the *real* as well as the *nominal* head of the Education Department, and that though he is not fond of talking about himself in the way Mr. Mundella does, yet, we doubt not, he is the real director of the Department in all leading matters, such as the loyalty of the Department to the laws of the realm. It is an unworthy insinuation that Mr. Mundella, as Minister, will not carry into effect an Act which he opposed as a private member of Parliament. We, ourselves, have not said anything about the right hon. gentleman half so severe. It is one of his own friends and supporters that is indulging in speculations as to whether he will be guilty of this baseness. This is what our contemporary has to say on the subject:—

The matter has a peculiar interest for several reasons. Everybody will remember that Mr. Pell's clause, when it was introduced in the House of Commons in 1876, during the discussion on Lord Sandon's Bill, was loudly protested against by the Liberal party as reactionary, and one of the most vehement of its opponents was Mr. Mundella, who spoke of this and some other provisions in the new Bill as a challenge to the friends of the school board system which it might be necessary to remember at a future day when the party then in power should find themselves in a minority in the House. But the clause for the dissolution of school boards under certain circumstances was carried, and several boards were dissolved under the then existing Administration at Whitehall, the most notorious instance being that of Stockport, the circumstances of which are now under reconsideration at the Council Office. Those dissolutions were the work of the first three years of the operation of Lord Sandon's Act; but in the two years during which the present Government has been in office there has not yet been a single case of the dissolution of a school board. The dissolution at the last resort is optional with the Lords of the Committee of Privy Council, and it remains to be seen what course their Lordships will take.

With regard to the statement attributed to Mr. Mundella that the clause was "a challenge to the friends of the school board system which it might be necessary to remember at a future day," surely this is a threat to

repeal the clause in the regular constitutional manner, not to refuse to carry it into operation while it remains the law.

The *School Guardian* refers in terms of high commendation to the Liverpool School Board as a model board. It is both efficient and economical, and it is compared with the London Board to its advantage.

> The budget of the Liverpool School Board is modesty itself by the side of that of the London Board. It asks for only £42,000; and, in doing so, informs the Corporation that only £15,800 will be required for the actual maintenance of schools, the rest being required for paying off loans, and for the Board's working expenses. We must say this denotes very excellent management, and speaks well for the administrative powers of the Board. The Educational results are scarcely less satisfactory. The grants are larger per head than those of any other school board in England; the pupil-teachers who obtained a first-class in the Scholarship Examination were 57 per cent of the whole, as against 25 per cent for all England and Wales. In the female competition, the female first-classes were 52 per cent, as against 29 per cent for all England. The school rate is only 3d. in the pound. This is highly creditable; and if the power to give religious instruction were only as full and unfettered as it ought to be, there would be little more to desire in the Liverpool Board's work.

Our contemporary also discusses the question of voluntary effort applied to higher class schools, and says, "The success of these schools indicates a field which the Church might enter and occupy with great advantage. There is no reason whatever why Church of England High Schools should not flourish all over country." But, as we understand it, the denominational party in the London School Board, and elsewhere, object to the Boards establishing these schools for secondary education. Is it their contention, then, that though the Boards ought not to occupy this field, it is a field, which they themselves ought to seize and work? If so, do they suppose that, as exclusively worked by them, a Government grant would be allowed for such schools? Or is it their more practical and sensible resolve, that as the Boards have decided to break up this fallow ground, they will join them in the undertaking, and share the benefits with them?

A discussion has been going on in the columns of the *Standard* about the class of people that ought to send their children to Board schools. It is complained that "country farmers, tradesmen, and others, fairly well off" send their children to the Board schools. One person actually alleges, "I myself know a person receiving at the present time £200 per annum from Government, and who lately purchased property at a cost of nine hundred pounds, who has two children being educated at a Board school at Islington." And he goes on to say, "I do think it very hard that we tradesmen paying heavy taxes and educating our children at our own expense should have to pay for the education of those of the

civil servants. But in the next issue, "His neighbour cometh and searcheth him" in the following pithy rejoinder :—

G. F. C." writes : As a clerk (not Government) my salary is a trifle over two hundred pounds a year, and I have the temerity to send three of my children to a Board school. Your correspondents seem to think it a hardship that they, as tradesmen, should be compelled to pay rates and taxes and yet educate their children at their own expense. As Board schools are open to all—and many tradesmen in my neighbourhood send their children to them—and as clerks also pay rates and taxes, I must confess it appears to me quite a matter of opinion as to where we shall send our children to be educated. If the tradesman elects to purchase his education at a dearer market than I, pray let him do so. It is not the course, so far as my observation goes, he usually adopts in other matters, and I altogether fail to see the force of his argument, as set out by "F. T. C." in the present case. In fact, I find that the British tradesman takes so much out of me for necessaries that I am quite unable to pay a higher price for education than the Board schools demand.

Everybody knows that Mr. T. E. Heller, the Secretary for the National Union, is a man of high character, and a very able and devoted servant to the Union. He not only gives to the Union the work of his mind and body, but also the work of his imagination. And in this latter particular, we must confess that we think Mr. Heller would be better advised to withhold his benefactions, as we deem them of doubtful utility. We have hardly had time to forget "the training institution under the control of the Executive," which the Union were to found and endow, before we are brought face to face with a new and brilliant imagination, which will follow its predecessor into the limbo of exploded schemes. We think it only right that we should let Mr. Heller state his plan, first of all, in his own words.

While looking out for suitable offices for the Union and its Funds, and considering the possible establishment of a Teachers' Club, a plan has suggested itself to my mind which, if our members have sufficient professional spirit and devotion, may be successfully carried out and the Union greatly strengthened. The plan is this—(1) That every member of the Union should make a donation of £1 during the year 1882 to an "Endowment Fund" or to the "Reserve Fund;" (2) that with the money so obtained a good freehold property in some central position should be purchased suitable for the purposes enumerated above, the surplus accommodation being let to Teachers' Societies or to others. I may say, in explanation, that an opportunity may shortly arise when by such a course as this a property which would sub-let to the extent of £1,500 a year, and provide us all the accommodation we require, could be obtained at a reasonable rate. By this means, if about 20,000 teachers would support the plan I propose, the Union would be well housed, and endowed with a permanent annual income nearly equal to that at present received from subscription. This would constitute a real practical Reserve Fund, would meet an educational want, and would, by creating for the corporate body of elementary teachers a substantial property, give the profession a bond of material union and a *status* in the public eye. If we are really in earnest my ideal can be realised, and I trust those who desire unity will give the proposal due consideration.

We cannot help regarding Mr. Heller, when making such a proposal as this, a kind of amiable, enthusiastic Parson Adams, though we do not think the constituency to which he appeals quite so hard and unfeeling as Parson Trulliber. But to members of the Union not so enthusiastic

as himself, who are anxiously waiting for a pension, and wondering whether a pension will ever come, who are perplexed and puzzled as to the means by which Mr. Mundella's New Code, which is to reduce the Grant, will benefit the teacher—to such teachers, hampered it may be by pecuniary difficulties, the calm proposal that they shall give twenty-five shillings to the Union, besides paying the subscription to the local Association, is as amusing in one way as it is distressing in another. And, of course, the plan could only possibly succeed if *all* paid, poor as well as rich, country as well as town. We wonder how it is that such considerations should not occur to Mr. Heller before he embodied his proposition in an official report. It would doubtless be pleasant to be installed in lofty, airy rooms, in an imposing building, with "National Union of Elementary Teachers" in grand letters overhead, but before this can be done the Union must do something else besides talk fluently, and pester Ministers with Memorials and Deputations. When they have secured to worn-out teachers a pension, such as the comfortable staff of the London Board are now petitioning for, we should not grudge the officers the indulgence of so natural and human a craving, which every Insurance Company of any pretensions thinks it necessary to satisfy.

Mr. Mundella has been writing to a "parent" on the subject of the training of children in good manners at school.

Education Department, January 17, 1882.

Sir,—I am in receipt of your letter of the 14th inst., complaining that your children are required by the managers of the Great Aycliffe School to salute the schoolmaster by making a bow when they enter and leave school, and that for repeatedly refusing to do this by your orders, they have been in the first instance punished, and finally expelled from the school.

I cannot help expressing my surprise and regret that you should instruct your children to disobey their teacher when he is merely enforcing a rule of common politeness. I am at a loss to understand on what grounds you object to your children being taught good manners, and to their manifesting that respect to their teacher which is due to him from every person entering or leaving the schoolroom, and more especially from his scholars.

I hope on reconsideration you will at once send your children to school, with instructions to obey their teacher in all things.

Should you neglect to do this, you will, of course, render yourself answerable to the law.—I am, Sir, yours faithfully, A. J. MUNDELLA.

The Archbishop of Canterbury, who is undoubtedly the ablest Primate the English Church has had within the present century, has written a letter to the National Society, recommending the appointment of Inspectors in secular subjects for Church schools :—

PROPOSED ORGANISING INSPECTORS FOR CHURCH SCHOOLS.

The secretary stated that he had received the following letter from the Archbishop of Canterbury :—

Addington Park, January 19, 1882.

My dear Mr. Duncan,—It has been brought to my notice that there is a feeling amongst some of the friends of Church schools in favour of a scheme for appointing preliminary inspectors in secular knowledge for Church schools. This scheme has, for some time past, been in operation in connection with the London and other School Boards; and I am informed that it has been tried successfully in the North of England in case of Church schools.

It has been represented to me by yourself and others that, while on the one hand there would be great difficulties to contend with, it would be, on the other hand, of great benefit to our Church that there should be in each diocese a well-organised system of such inspection by some capable man.

It seems to me, therefore, that the introduction of Mr. Mundella's Code would be a very favourable opportunity for attempting to carry out this proposal; and I beg that you will have the kindness to call the attention of the Committee of the National Society to the subject, that they may give it their consideration.

Believe me to be, yours truly,

A. C. CANTUAR.

After a lengthened discussion, it was agreed to print the Archbishop's letter, and to circulate it amongst the Diocesan and Local Boards of Education, with the view of resuming the consideration of the subject when the views of the Local Boards should have been ascertained.

REVIEWS.

A Complete Guide to Matriculation at the University of London. By W. Dodds. Fifth Edition. Manchester: John Heywood.

WE have noticed this work before, in its previous editions, and we could point to the four editions already exhausted as a proof that it has been found very useful. The candidate is advised as to the course of study to be pursued, and the best books available for study in the different subjects. What adds very considerably to the value of the work is that it contains the entire series of mathematical papers from January, 1873, to June, 1881 (inclusive), with answers, and occasional full solutions; and the unseen passages in Latin and Greek set for translation since the new regulations relating to classical subjects came into operation.

Roach's Practical Examiners' Arithmetical Tests. Standards II, III, IV, and V. T. Murby.

Murby's Algebraic Test Cards for Standard VII.

WE must give decided praise to one feature of these Cards, that they are placed in a strong cloth case, where there is a probability that they may remain, if used with care, during the twelve months or more of their natural life. The Cards belonging to the different Standards are printed in different colours, and the answers also are printed on cardboard. Each packet contains 24 Cards, and two copies of answers. The Cards in Standard II, are chiefly taken up with questions in the shape of simple problems, but generally two questions out of four are stated in a more or less direct form. In Standards III, IV, and V, the questions are stated more directly; but there is always one problem at least on each Card. The Algebraic Test Cards contain questions on simple Equations, and problems to be solved by this method. We can recommend this series as one of the best sets of Test Cards we have yet seen. The compiler has not fallen into the common mistake of making his questions too difficult.

Lessons on Form, for the use of Teachers and Pupils in Elementary Schools. By R. P. Wright. London: Longmans, Green, & Co.

THE author explains, in his preface, that the course pursued in this treatise is founded on Pestalozzi's system of teaching Geometry. "Its chief characteristic is to move step by step, from the simplest notions to the more advanced geometrical truths." We think there is ample room for such a work as this in our educational literature, and that a series of lessons, such as is here given, ought to form the preliminary course of study in every school, before regular instruction in Euclid or other text books of geometry is begun. It seems to us that Mr. Wright has done his work with great simplicity and thoroughness, and that a course of lessons of this kind will, as he suggests, be useful in schools "where time does not admit of the pupils reading the advanced text books on pure geometry in ordinary use."

Further Steps in the Principles of Agriculture. By Professor Henry Tanner, M.R.A.C. Macmillan & Co.

WE have before stated, in the review of a simpler work from the same pen, how very simply and effectively Professor Tanner fixes in the minds of his young readers what he has to tell them. He has more to tell them in this book than the last, but he exercises the same patience "here a little and there a little," as he did in the "Alphabet of the Principles of Agriculture." The book, in fact, is positively entertaining, and can be read with avidity by older readers, who were not, in the days of their youth, initiated into the mysteries of agricultural science. At the end of each chapter, the contents of the chapter are, so to speak, "boiled down," or put in a compressed form, with the word "Remember" before them. Thus the substance of Chapter I. is given more succinctly and devoid of illustrative matter, in the following paragraph:—

> By burning wood and other vegetable matter, the carbon they contain is formed into carbonic acid, and plants feed upon this carbonic acid by separating the carbon it contains. Thus, whilst the fire burns to carbon into the form of a gas, which we cannot see, it is again brought into use by the growing plant taking it as a food, and adding it to itself.

We strongly recommend this work to the notice of any of our readers who may be thinking of forming a class for instruction in this very necessary and important subject.

The School Newspaper, 1881. W. Collins, Sons and Co.

WE have here the bound volume of the *School Newspaper* for 1881, making a book of 144 pages (exclusive of advertisements), quarto size. The twelve numbers are simply bound together in strong cloth, advertisements and all, and the work is issued without title-page or index. It is, however, a most useful volume, and we heartily recommend it to the notice of our readers. It is a book in which there is absolutely no trash whatever. It would furnish a good test to gauge the extent of mental degeneracy, that is to say, a boy or girl who could see nothing interesting in such a work must be far gone from any healthy development of the mental faculties. There is at least one full page illustration in each of the twelve numbers. It is impossible to look through a work of this kind without being struck by the immense advantages placed in the reach of modern readers, by the issue of good daily newspapers. There is a wealth of information, for instance, in a paper like the *Standard*, well worthy of preservation in a permanent form, and we strongly recommend our readers to make use of a book for pasting newspaper cuttings, which can be bought for a few shillings, and which will be found, when completed, of great interest and value. Meanwhile, let us say that the *School Newspaper*, in its present form, would make a capital addition to any school library, and would make a good present to a boy of 13 or 14, of a little above ordinary intelligence. It would make a good reading-book for the 5th or 6th Standard, and if only one such book were available, it would compel boys to read so that the others should hear what is read, a matter which is not so imperative, where each member of the class has a copy of the reading-book in his hands.

A Manual of Elementary Drill, by Edmund T. Hunt. Manchester: John Heywood.

We have, in this little book, a number of short and easy lessons in Drill, adapted from the British Infantry Exercises. "It has been the object of the Compiler to comprise, in a concise and lucid form, the elementary drill which a recruit is taught before being allowed to join his company, and in a series of short and easy lessons to arrange it in a manner suitable for the use of schools, and capable of being easily acquired by teachers and pupils." The work is divided into four parts, (1) Drill with intervals, (II) Drill in single rank, (III) Drill in two ranks, (IV) Company Drill, with exercises in Battalion movements. The Compiler is aware that those who have to use his book are not professional persons, and has accordingly given his instructions and explanations in the simplest manner, with numerous illustrations.

The Shakspere Reading-Book. By H. Courthope Bowen, M.A. Cassell, Petter, and Galpin.

Mr. Bowen has taken in hand seventeen of Shakspere's plays, and abridged them for the use of schools and public readings. In his preface, he remarks that the two best models of prose and poetry are the Authorised Version of the Bible and the Plays of Shakspere. "Religious feeling," he says, "is very naturally opposed to turning the former into a mere reading-book. The latter, therefore, remains as the one best model suited to our purpose." He goes on to show that the young are not capable of long sustained attention, and "that the omission of all minor matters, and the shortening of some long speeches, not only do not lessen the interest of the plays for our pupils, but, even to a great extent, increase that interest by enabling them more easily and more readily to gain a clear and vivid impression of what they are reading." The seventeen plays selected are chosen with admirable judgment—the only plays of the first order that are omitted are Othello and King Lear, and we have, no doubt, that Mr. Bowen could give excellent reasons why they are left out. We regret the omission of King Lear more than Othello, as the play contains an admirable moral, peculiarly suitable for children and young persons. We like Mr. Bowen's plan in his Shakspere Reading-Book very much. It is in every way superior to a mere collection of "extracts" from Shakspere. Here we have miniature plays in which the plot is complete, and so far from giving, as in the extracts, the long speeches in blank verse, which children cannot see the beauty or force of, Mr. Bowen shortens the speeches, and brings the whole plot more within the compass of a boy's power of attention. The work being meant for a reading-book, and not a lesson-book, is not encumbered with notes; but occasionally Mr. Bowen puts a mark on words which ought to be specially emphasized in reading. The plays are clearly printed, with numbered lines, and the book is rendered more attractive by a few simple illustrations being inserted in the text. It is dedicated "to Henry Irving, the most ingenious actor and true lover of Shakspere's Plays."

SHORT NOTICES.

Moffatt's Scholarship Answers (Midsummer, 1881) contains the answers to the scholarship questions by Mr. T. J. Livesey. It is very well done, and we heartily recommend the book to pupil-teachers, and students in training colleges. *Colonist's Handbooks, No. I. Canada* (Society for Promoting Christian Knowledge) contains "Statistical and other information from Government sources, and useful counsels to emigrants." It is a very interesting and useful book, and its issue as the first of a series shows that the English Church is beginning to bestir itself in the performance of its duties in this respect. It contains information relating to the Church in Canada, and papers for the use of emigrants. *John Heywood's Parsing Table and Analysis Table*, arranged by Alfonzo Gardiner, contains a full scheme for parsing the different parts of speech on one side, and a table of analysis on the other. The Analysis Table is an admirable summary of the whole system; the Parsing Table gives the pupil the correct form in which words should be parsed. *Amateur Work* Part III. (Ward, Lock, and Tyler) contains chapters on "Electro-plating at home," "Suggestions for home-made furniture," "Filters, their construction and Maintenance," and a variety of other matters. Country teachers with a taste for mechanical work would do well to take in the numbers of this series, which are marvels of cheapness.

MR. MUNDELLA DESPONDENT.

WE regret that we received the report of Mr. Mundella's speech at Liverpool, on the 21st January, too late to procure its insertion in our February number. It certainly is a most remarkable outpouring of hysterical grief. It is a spectacle that happens sometimes in private families. Everybody is amiable and saying pleasant things, and suddenly some one bursts forth into hysterics, and says she is deeply injured, that everybody is saying unkind things about her, and that she does not want to live any longer. We always knew that Mr. Mundella was of a feminine temperament; but we never thought he would give way like this. Everybody has been saying smooth things. The *Schoolmaster* has been—to use Gray's phrase—redolent with compliments. The *School Guardian* has never ventured to express its doubts about the Code that is coming, without revelling in expressions of admiration and appreciation of Mr. Mundella's educational enthusiasm. Archbishops and cardinals have spoken in high strains of praise, and yet Mr. Mundella is not satisfied. To read his words, one would imagine that all had been totally different, that Mr. Heller had been constantly upbraiding him, that the National Society, with that terrible Lord Salisbury at its back, had been vigorous in its denunciations. We ourselves, not recognising the function of compliments in public writing, have said some plain things about Mr. Mundella, in perilous disregard of the warning of the American humourist not to prophesy unless we know. But we are not vain enough to imagine that our solitary voice of protest has been sufficient to produce this singular burst of petulant disappointment. Mr. Mundella is in a sad way. He has done all that a man can do, and sees nothing before him but failure.

Mr. Mundella then said: Gentlemen, I am very glad to have met you. I thank you for the way in which you have received me, and for your measured assent to the intentions and proposals which have been placed before you. It has been limited, I confess; it is not a very hearty reception that has been given to them, but I do not at all object myself to the criticism with which you have met them. One thing I can say very plainly. I have always felt that he would be a most unfortunate man who should ever be called upon to revise the Code. "The evil that men do lives after them; the good is oft interred with their bones." I know that whatever good there may be in my Code will be accepted and forgotten, but whatever remains to the detriment of education will be laid at my door. Mr. Lowe has had thirty years of pretty severe handling; and Mr. Mundella, if he should have the luck to live for thirty years, will probably have the same experience. Now, I say this to you directly. I have done all that it is possible for a Minister to do who has education at heart, the welfare of the children at heart, the interests of the teachers at heart, and their comfort. I have done all that I can do to consult the dignity, the peace, and the happiness of the teacher, to give him elasticity and such freedom as is possible; and I shall, in the inspectorial arrangements—which are separate from the Code altogether,

said that what you want is uniformity of standard. He admitted that nothing we could do could eliminate the individuality of the Inspector. We agree with him; but we will endeavour to eliminate caprice, and we will do what we can to make it fair all round. I do not say that the Inspectors do not do that now. I believe that her Majesty's service has not a better class of men in it than the Inspectors of schools; and I do not say that they do not do every thing they can to make all fair all round; but we think that by comparing—by arriving at a common understanding—they will come nearer to an approximately uniform standard than they do at the present moment, when there is a good deal of individuality imparted into the inspections. That is the best I can do on that point. Hurried examinations have been referred to. Hurried examinations are all wrong. It is not the business of an Inspector to hurry his examination of the children; it is the duty of an Inspector in giving a lesson in dictation to make every child hear him—it is an injustice to the teacher and to the children if he does not do that, and if he does not so enunciate his words that they are well heard and understood by the children. I am sure that this is one of the things we can very easily correct. Then as to catch questions. I hope we shall also deal with those questions in the best way we possibly can—not all at once, but by frequent perusal of the reports of what is done by the Inspectors we shall know whether we are doing justice to the children and teachers or not. Well, then, Mr. Parry, I think, urged that the Code should be more precise in its requirements, but I hope we shall not be so precise as not to give you a little margin. We do not want to make a cast-iron system; we want as elasticity as much we can get. With respect to the question of weights and measures, we have had that under consideration, and I hope that when you see the Code you will have no grounds of complaint as to that. Then, as to the endorsement of certificates; that is a very big step, but you will forget it very soon, I have no doubt. But, gentlemen, if we find that step a good practical step—one that we may have taken safely, we may be able to take another by-and-by. We cannot do everything at once. Well, then, some one pertinently put it that if Liverpool is doing so well as the Vice-President says, how is it that some of our schools are stamped with mediocrity by Her Majesty's Inspectors? I spoke of Liverpool as a whole, and contrasted it with what it was ten or twelve years ago. I have seen one of her Majesty's Inspectors for a neighbouring district this morning, and he said that when he considered what the Lancashire schools were ten years ago and what they are to-day the contrast is as light to darkness, the advance has been so great; but he said, also, that if we can only secure better average attendance and more regularity of attendance, and if the children will only come earlier, so as to have fewer of those backward children in the schools, the advance in the next ten years will be as great as in the past ten—and I believe it. And now with respect to the percentages. If, gentlemen, you admit percentages at all as any test of a school, the strain will still continue. I can tell you, gentlemen, that the English Parliament will never make grants of three, four, or five millions a year for education without having some means of comparing how we are getting on. If you fix any standard, and say so many shillings a head for 80 per cent., and nothing more; if you get 85, 82, or even 81 per cent., that is what would not be acceptable to Parliament or the country. In fixing a standard, there is nothing in the world oftener adopted than the taking of 100 per cent. as the maximum. Do you want to abolish the percentage altogether? If you do, I want to know who is to be the judge? Her Majesty's inspector? Is he to come and say, "That school is well taught—so many shillings a head"? Why, the test would simply result in this, that where one master earned 15s. a head, another would have 15s. 6d., and another 17s.; and that would be a worse test than the existing one. Therefore you cannot get rid of tests. Now, with respect to the overstraining of some children—the bulk of the class being neglected and a few coached up—let me say this: Our amended grant will put an end to all that. It will be the general good teaching of the school; it will not be the school which slips through the biggest number of passes that will obtain the highest grants. A school may be an excellent school, but with a lower percentage than a school which scrapes through a great number of passes. You will agree with me in that. It is not the man who gets the highest number of passes who is always the best teacher; it is the man who does his work most conscientiously in every department. That is where the merit grant will come in. We shall encourage the conscientious teacher; we shall take care, so far as any human provisions go, that it is carefully applied. I do

beseech you, gentlemen, have a little faith in us and in yourselves. I do not want the teachers always to be making suggestions conveying the idea that they are thinking of nothing but the money. I want them to think more about the education and less about the money. I know that the money is of the first importance to you, because it is the reward of your employment, and that by which you live; but, at the same time, I do say this—I have some knowledge of teachers and teaching; I have watched the success of some excellent teachers. I know men who say, "I never trouble about how many are going to pass or about the standards, I do my work thoroughly," and they are better-paid men in the end. Do your best according to your powers, and see whether it will not come out better than this simple working to see who can pass one or two more than another. It is, in a great measure, in your own hands. You know the system we have adopted is one that will not make the great difference it has done in the past; but I think when you see the provisions we shall lay before you—I cannot tell you what it is now, because Parliament is the first authority to which it must be referred—but I think when you see them you will say we have provided you with a Code which two years ago you would have said was greatly to be desired and greatly to be appreciated. I know I shall disappoint you in some respects—your expectations have grown beyond my power of satisfying you—but I have done what I believed to be right in the interests of education and in the interests of all concerned.

At the close of his observations, Mr. Mundella received cordial thanks for the courtesy he had extended to the deputation, who then retired.

THE REVISERS' ENGLISH.

MR. WASHINGTON MOON has compiled a book under this heading,* which consists of a series of letters sent to *Public Opinion*, in which he makes a successful onslaught on the grammar of the revisers. The present Dean of Wells, speaking at the Newcastle Church Congress, expressed the opinion that "the names of Ellicott, Lightfoot, Stanley, Trench, Vaughan, Angus and Moulton, carry with them a greater weight of authority in this matter than even that of Mr. Washington Moon." It appears, however, that Dr. Trench, perhaps the best English scholar among the revisers, was only present at 63 meetings, and that, in a recent charge, he adverts to "the not unfrequent sacrifice of grace and ease to the rigorous requirements of a literal accuracy," and regards them "as pushed to a faulty excess." Persons who will not be convinced by Mr. Moon's criticisms, even when they are justified by the clearest evidence, will give some attention to the Dean of Chichester's criticism in the last number of the *Quarterly Review*: "Their uncouth phraseology, and their jerky sentences; their pedantic obscurity and their stiff constrained manner; their fidgetty affectation of accuracy, and their habitual achievement of English which fails to exhibit the spirit of the original Greek, are sorry substitutes for the living freshness and elastic freedom, and habitual fidelity which we inherited from our forefathers, and which has sustained the spiritual life of the

* "The Revisers' English." By G. Washington Moon. London: Hatchards.

Church of England, and of all English-speaking Christians for 350 years." To give one more extract from the *Quarterly:* "Every familiar cadence has been dislocated; the congenial flow of almost every verse of Scripture has been hopelessly marred; so many of those little connecting words, which give life and continuity to a narrative, have been vexatiously displaced that a perpetual sense of annoyance is created. The countless minute alterations which have been needlessly introduced into every familiar page prove at last as tormenting as a swarm of flies to the weary traveller on a summer's day. To speak plainly, the book becomes unreadable."

There is no doubt that, if we are to judge English composition according to the ordinary rules of grammar, the grammar of the revisers is as bad as it well can be. The plainest and simplest rules are set at nought. Such phrases as "where moth and rust *doth* consume," "among whom *was* Mary Magdalene *and* Mary the mother of James and Joses *and* the mother of the sons of Zebedee," *i.e.*, as Mr. Moon says, "those three *was* among them," show how very carelessly the work has been done. As regards the latter passage, most singularly, as Mr. Moon points out, in the parallel passage in St. Mark xv., 40, it is said "among whom *were* both Mary Magdalene and Mary the mother of James the less and of Joses and Salome." The same error is repeated in Acts xvii., 34. We give the next two paragraphs from Mr. Moon's letter, as we think they will show to the satisfaction of our readers that he has made out his case:—

In Mark iii., 33, we read "who *is* my mother *and* my brethren?" Who *is* they! Carelessness again; for the parallel passage in Matt. xii., 48, gives the inquiry grammatically thus, "who *is* my mother, and who *are* my brethren?"

In Romans ix., 4, we read of the Israelites "whose is the adoption, *and* the glory, *and* the covenants, *and* the giving of the law, *and* the service of God, *and* the promises." You see it says all these things *is* theirs. Yet in the very next verse it correctly says "whose *are* the fathers." How can these errors be explained! I confess that I am more than puzzled by them when I reflect that the work is the result of ten years' study.

We select the following additional instances from among those given by Mr. Moon in his most interesting and useful book:—

Revisers' English.	Mr. Moon's Comments.
"Where jealousy and faction *are*, there *is* confusion *and* every vile deed."—*James* iii., 16.	If "jealousy and faction" are plural, how can "confusion and every vile deed" be singular?
"On these two commandments *hangeth* the whole law and the prophets."—*Matt.*, xxii., 40.	*i.e.* "*they hangeth.*" This is the more disgraceful, because in the authorised version the verb is correctly put in the plural—"on these two commandments *hang* all the laws and the prophets."

Revisers' English.	Mr. Moon's Comments.
"Wherein *was* a golden pot holding the manna *and* Aaron's rod that budded, *and* the tables of the covenant."—*Hebrews* ix, 4.	These things *was* in it. But in verse 2 of the same chapter, it says, "wherein *were* the candlestick *and* the table *and* the shewbread."

We have given these few instances that our readers may know for a fact that the grammar of the Revised Version is not reliable, and that, where it is wrong, it is not consistent in its wrongness. We think, too, that all honest men owe Mr. Washington Moon a debt of gratitude for his somewhat unthankful labours in exposing the wretched English of the revisers. Any of our readers that will order his book will find it very interesting and peculiarly useful to themselves as teachers of grammar. As a frontispiece to the volume, there is a sheet containing the portraits of the revisers, and admirable portraits they all are.

POSTPONEMENT OF THE REVISION.

MR. MUNDELLA is in a position deserving of the sincerest sympathy. His New Code, to which he has just given the last finishing touches, is condemned by an unfeeling administration to lie on the shelf for thirteen calendar months. Mr. Mundella is to lay two codes on the table of the House of Commons on the 6th of March, but the examinations under the Revised Code are not to take effect until the 31st of March, 1883. Who would have thought this fate was to be in store for it, when, on the 30th January, the Right Hon. gentleman so pathetically alluded to it in the following terms:—

I am asked in one of the newspapers this morning to communicate to teachers something about the work in which I have recently been engaged. But I am sure teachers will forgive me if I say to them that my first duty is to communicate the decision of the Education Department to Parliament. It would be a breach of confidence and trust in me to make any communication to this audience as to the working of our code. But this I do say, rejoicing most heartily as I do, that my last touch to it should be given, and that it is at this moment in the hands of the draughtsman to prepare for submission to Parliament within a month I hope of its meeting—I say I sincerely hope and trust that the code on which I, with the Lord President, and our able permanent officials and inspectors, have been engaged will prove a blessing to teachers, scholars, and education generally. As regards the teachers, I hope we have done something to relax vexatious restrictions, to recognise their proper status in their class, and in the educational work, and to give them an opening so that they may rise on the educational ladder to a position from which, I think, they have been too long debarred. For the scholars, I believe we have provided a curriculum far better and more adapted to our present wants than any which has hitherto been provided. I have often wished whilst this business has been in progress that I could have been making a code for some other country, such, for instance, as that which the German Minister of Education, or the Swiss Minister, or the Education Minister of some other continental country has to make. In such countries the minister has simply to

provide the curriculum, and the locality provides all the expense. But the difficulty here in England is so to mete out your work, so to make your curriculum that it shall be adapted to every class of schools, that every class of schools shall be fairly remunerated for the work that is done, and that each school shall endeavour honestly to secure the highest result. I trust that when the new code is placed before Parliament and the country that teachers and managers and parents alike will recognise that we have done our duty honestly, and to the best of our ability, and that what we have done will be in the interests, the best interests, of teachers, children, managers, and education generally.

We, ourselves, writing in December last, stated that we failed to see how sufficient time could be found for the discussion of the Code in February or March, so as to admit of its being acted upon in the year 1882. In our preface to the volume for 1881, we remarked :—

The Session of 1882 does not seem to us to promise any suitable opportunity of educational discussion, such as the New Proposals would have undoubtedly to undergo, before they could be embodied in the Educational Code. With Ireland in a state of revolution, with a sweeping alteration in the Rules of Parliament as the chief Government measure for the year, with useful measures of all kinds left over for consideration from past sessions, it would be difficult to find time for the discussion of these New Proposals, unless financially and otherwise they were of a nature to gain universal acquiescence.

It now appears that we were right in our anticipations. The Government has no time to give, and will give no time for the discussion of this new Code, within the next four months. The Administration is like a vessel getting into stormy waters, and Mr. Mundella and his new Code are promptly thrown overboard to lighten the ship. We cannot help saying we breathe more freely in consequence. We have no faith in the coming revision. We believe it to be a Treasury scheme for cutting down the grant for education. The Department has tried to gain for it success by bribing the schoolmasters with the offer of inspectorships; and by promising to redress some sentimental grievances that have been largely discussed, because a body like the National Union could not exist without having some grievances to discuss. But most teachers have sufficient mental acuteness to see that any curtailment of the grant, any scheme by which denominational schools would get less grant than they do now, would diminish the wage-fund from which their stipends are paid, and that thus, while they would gain in sentiment by Mr. Mundella's Code, they would lose in pounds, shillings, and pence. It is these unhappy pounds, shillings, and pence that are the great bugbear to Mr. Mundella. Everything in his Code is beautiful and perfect, and has received the last finishing touches; but he has an unhappy presentiment that the clauses for which Mr Lingen, the Secretary to the Treasury, is responsible may spoil the whole. We have been already lavish of advice to Mr. Mundella, but if we might venture to repeat one little word of counsel, we would say to him, "Don't talk

quite so much." The writer of the Psalm had good reason for the statement that "a man full of words shall not prosper upon the earth." What columns upon columns of talk has not the Vice-President poured forth upon his wonderful Code! Such addresses as he gave to the teachers of Liverpool will not tend to increase his popularity among them. There is too much of the "Cheap Jack" element in his speeches. He is too plausible by half. Such a comment as that we give below from the *School Board Chronicle* is not pleasant reading for teachers; it praises Mr. Mundella for having given those gentlemen a right down good snubbing. And yet the writer of that article would be puzzled if he were asked to state "the large drafts they have made upon his evident goodwill." Those "drafts" simply consist in columns of fluent and plausible speech, and promises which it is doubtful will ever be realized.

A SALUTARY SPEECH.

The Vice-President of the Committee of Council made a most important and memorable speech to a deputation of teachers at Liverpool on Saturday. It was an address calculated to clear away a good many cobwebs, to place some salient points in their right places in the education controversy of the time, and altogether to render great service to the work. Mr. Mundella adopted the right tone with the deputation. He spoke as one of the best friends the teachers have ever had at Whitehall; in the best possible humour he was frank with them, and he told them some truths which may be of great benefit to the whole body of teachers if they accept them in the right spirit. There is, indeed, good reason to think that the mode of address which the right honourable gentleman adopted had an excellent effect. The teachers know well what Mr. Mundella has done for them in the short period that he has been in office; they know what large drafts they have made upon his evident good-will towards them, and those who were present at the interview at Liverpool may well have felt that they had gone a step or two over the line, this time, in the concessions for which they pleaded, and in the points of view which they urged upon the consideration of the Minister. At any rate, the frequent marks of assent which accompanied and emphasised the Vice-President's sentences, as set down by some of the local reporters, convey to the mind of the reader who had not the advantage of being present, the impression that some of the teachers who were there were anxious to show their appreciation of Mr. Mundella's many proofs of consideration, and to minimise, perhaps, to some extent, the effect of their injudicious and insufficiently qualified demands.

There is one other consideration to which we will direct the thoughts of our readers. Is it certain Mr. Gladstone and his Cabinet will be in office in March, 1883? At the present moment, there are rumours of a dissolution of Parliament on all sides; the Government might then possibly disappear, and with it Mr. Mundella and his New Code. We hope this catastrophe will not happen till we have seen the Code in its perfect state. It would be a melancholy illustration of the vicissitude affecting all things mundane, if after "rejoicing most heartily that my last touch to it should be given," it should perish utterly amid the wreck and ruin of a fallen administration.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London School Board on January 26th, the adjourned discussion on Pupil-Teachers and Training Colleges was again taken up, and brought to a conclusion. The Rev. G. M. Murphy said that pupil-teachers from board schools, in order to enter a training college, had to make themselves acquainted with all kinds of denominational teaching. "For a Wesleyan training college, they were required to know the second catechism of John Wesley, which was very long." Ultimately the board, by a considerable majority, agreed to the following resolution, which was proposed by Dr. Angus:—

The School Board calls the attention of the Education Department to the conditions of admission to the existing training colleges, and to the difficulties which impede the admission of Board School pupil-teachers to the full educational advantages of training, and urges the Education Department to take such steps as may seem to them necessary in order to secure the Board School pupil-teachers equal advantages for training with those who come from denominational schools.

At the meeting of the board on February 2nd, Miss Helen Taylor moved, "That outside the entrance of every school under the control of the board, the names and addresses of the managers of the school be conveniently exposed; and that the Works Committee be instructed to prepare and put up boards so inscribed as soon as possible." After some discussion the proposition was modified into the form, that the names and addresses of the correspondent for the school, and the chairman of the managers should be placed on a board outside each school.

At this meeting Mr. Ross proposed that Mrs. Surr be re-appointed a member of the Industrial Schools Committee. The section that is known as "the official ring" were not at all enthusiastic in support of this motion, and yet did not know very well how to oppose it. In Miss Taylor's words, they showed "a sulky spirit in the matter":—

MRS. SURR AND THE INDUSTRIAL SCHOOLS COMMITTEE.

Mr. Ross moved that Mrs. Surr should be re-appointed a member of the Industrial Schools Committee. Certain circumstances had recently led to Mrs. Surr's withdrawal from that committee, but things having been somewhat changed he thought they would be glad to have her back again amongst them. They all knew how fitted Mrs. Surr was for a post on the committee, having great business tact and energy, besides being a very kind-hearted and sympathetic woman. The re-appointment of Mrs. Surr would certainly greatly benefit the committee, and would tend to redeem its character. Mrs. Surr had shown her fitness for a post on the committee in the way she had exposed the disgraceful state of the St. Paul's school.

Mr. Richardson seconded the motion.

Miss Taylor said she did not suppose there would be any opposition to this motion; but at the same time she failed to notice that it was received with any great enthusiasm. She was afraid it would not redound to the honour of the Board to re-elect Mrs. Surr in a sulky spirit.

Mr. George Potter was sure the members of the committee would be glad to have Mrs Surr amongst them again.

Mr. Murphy was not sure the Board ought to adopt this resolution, but he would not actually oppose it. Mr. Ross spoke of the "disgraceful state" of the St. Paul's

school, but the charges had not been proved in any way. It had been said that Mrs. Surr had left the committee in a tantrum.

The Rev. Dr. Wainwright observed that Mr. Murphy gave no reason whatever why Mrs. Surr should not be appointed on the committee. The fact was Mrs. Surr was much too good to be on the committee as it stood, and he should like to see the whole committee reconstituted. It was really a disgrace to the Board to be hesitating to adopt a resolution of this sort.

The motion was then agreed to without a division.

What is called the School Board Budget was brought forward on this occasion. We give below the table of estimated expenditure, for which a rate will be required amounting to nearly £680,000, of which £227,000 is for "interest and repayment of loans." There is little doubt that in the fifty years from 1870 to 1920, the ratepayers of London will have endowed the metropolis with a complete equipment of well-built, and properly-furnished schools. The inhabitants of the metropolis may say in the words of the chief captain in the Acts, "With a great sum obtained I this freedom"; but there is no question, but that it has been expended for a noble purpose.

FINANCE—THE ANNUAL BUDGET.

The following report was brought up by Mr. Freeman, and the consideration of it postponed till the next meeting :—

10th January, 1882.

The Finance Committee have had under their consideration the probable expenditure of the Board for the ensuing financial year, viz., from the 25th March, 1882, to the 25th March, 1883.

The following table will show the difference between the estimates for this and for the current years :—

Expenditure referable to—	Estimate for the current year, to be ended 25th March, 1882.	Estimate for the ensuing year, to be ended 25th March, 1883.
1. Maintenance of Schools provided by Board	£400,228 9 0	£420,713 9 4
2. Additions to Buildings and Alterations, &c., not chargeable to Capital Account	25,000 0 0	20,000 0 0
3. Enforcement of Compulsion, and Board as Local Authority	31,154 16 0	32,389 0 0
4. Industrial Schools	37,728 10 0	37,130 5 0
5. Office Expenses	21,172 14 0	21,141 3 8
6. Interest and Repayment of Loans	206,341 8 9	277,828 4 8
7. Legal Expenses (Transfer of Schools and General Business)	2,500 0 0	2,500 0 0
8. Stamp Duties on Loans and Charges of the Public Works Loan Commissioners, &c.	750 0 0	750 0 0
Less Sundry Receipts	£724,870 17 9	£762,452 2 8 3,000 0 0
	£724,870 17 9	£759,452 2 8
Less Surplus from previous year	48,291 13 3	79,856 6 9
Amount to be levied by Precept	£676,579 4 6	£679,595 15 11

Comparing the amounts for which precepts were issued for the current year, and the amounts for which it is now proposed to issue precepts for the year 1882-3, it will be observed that there is an increase on the whole of £3,016 11s. 5d.

The Finance Committee accordingly recommend, that the Board do now resolve to issue precepts to the different rating authorities of the metropolis, for the aggregate sum of £679,595 15s. 11d.; the said sum to be payable in four instalments, viz.: the first on the 25th March, 1882; the second on the 24th June, 1882; the third on the

29th September, 1882; and the fourth on the 23rd December, 1882. They recommend further that it be referred to the Finance Committee to apportion this amount amongst the various Vestries and District Boards, in accordance with Section 16 of the Elementary Education Act, 1873.

At the meeting of the Board, on February 9th, this report was moved by Mr. Freeman. Mr. E. Jones moved an amendment reducing it about £100,000, but it was not seriously entertained, and the motion was adopted by 24 votes against 2. It was agreed to send a letter to the Department, suggesting that an Act of Parliament should be procured separating Lambeth into two divisions, as "it is clearly entitled to a larger number of representatives than it has at present."

The Vicar of Batley has been obliged to close his schools, and the Education Department have suggested that he should transfer them to the Board, "with such reservations to the present managers for the purpose of Sunday School, &c., as may be agreed upon." They make this suggestion on the ground that a building grant of £676 was given by the Department in 1861, in aid of the erection of the schools.

The town of Beaumaris is in the unfortunate position of possessing a "School Board in default," and the townsmen feel much in the position of naughty children who have been sent to bed. They have forwarded to the Education Department the following humble petition for the restoration of their educational rights and privileges :—

Having received a letter from Morgan Lloyd, Esq., M.P., Q.C., stating that he had presented our petition, and that Mr. Cumin had stated the Department were willing to grant our request on condition that the Board had "purged its contempt," and had no unfinished work on hand, the committee appointed by the mayor, aldermen, and burgesses of Beaumaris would submit the following facts to your notice. The present School Board was appointed in the year 1877 as a School Board in default. Since then a new school, at a cost of £3,700, has been erected. There is now ample provision for all the children, and the whole work is completed. The ratepayers feel that the time has come when their privileges as citizens should be restored, inasmuch as they are obliged to contribute a large sum of money annually for the support of the schools, the amount last year being about £400. We would further point out that amongst the town councillors who voted in favour of the petition which you have received were two members of the School Board, one of whom seconded the motion for petitioning the Education Department to restore elective rights to those who have to bear the burden of carrying on the educational work of the borough. There is no uncompleted work on hand. Taking all these points into consideration we consider it is but an act of justice to return the franchisement to our borough which has been disfranchised for so long a period. We do not so much complain of the conduct of the present Board, but feel that as ratepayers we should have a direct voice in the matter, and be allowed our liberties as loyal citizens, and have our elective rights restored.

The Horley School Board are at daggers drawn with the vicar of the parish, and the reports of the Board show that a constant series of hostilities are carried on between the opposing parties. One of the most effective shots fired by the Board at the vicar is in the form of the following resolution, which is worded with praiseworthy politeness :—

In consequence of its having been reported that the vicar had visited the schools during the school hours for the purpose of requesting the children to attend a con-

firmation, resolved that the vicar be asked to be so obliging as not to visit the schools again for such a purpose, as the same, if pursued in, would have the effect of making the schools appear to be sectarian, which is illegal.

We venture to think that the illegality would consist, not in "making the schools appear to be sectarian," but in actually making them sectarian in any form or shape. But we quite agree that it is not right for a vicar to visit a Board School to hunt up candidates for a confirmation class.

EDUCATIONAL NEWS.

THE ARCHBISHOP OF YORK ON INDUSTRIAL SCHOOLS AND REFORMATORIES.

ON Tuesday afternoon, January 31st, the new building of the York Certified Industrial Boys' School was opened by His Grace the Archbishop of York, president of the institution.

The proceedings having been opened with the singing of a hymn, and prayer by the Rev. F. Lawrence, the chaplain.

The Archbishop said that they were met that day on a very important business, to open three rooms in connection with the York Industrial School—the room in which they then were and two others. It seemed to the committee that at present there was cause to be anxious about the future of industrial schools; and, if they would pardon him for a minute he would state what the causes of anxiety were. An industrial school, such as that, was a school for the waifs and strays of the population—those boys who were growing up in neglect, and with every prospect of ruin before them unless a helping hand was stretched out to them. But they were boys who had not yet come within the reach of the law for any criminal offence. A reformatory was quite a different thing. The child who had got for the first time into the hands of the magistrates, instead of being sent to a prison and so branded as a gaol-bird, was taken aside from the associations that surrounded him, and was shut up for a definite period in a reformatory school, in which he learnt some useful trade, and if he was properly managed afterwards—and by that he (the Archbishop) meant if he was placed out of the reach of those tendencies which perhaps had led him into trouble before—he became a useful and excellent member of society. Now up to a certain time the distinction between the two classes was perfectly well recognised by the Legislature. Separate Acts of Parliament established the industrial school and the reformatory, and there was always expressed a warm wish and a constant intention to keep one clear of the other, and for this very obvious reason. He could imagine nothing more cruel, more unjust, than to associate a boy whose only guilt was the misfortune of being poor, and being obliged to run about the streets for want of a home to resort to, with those who had actually committed some crime. "Well"—somebody said, looking at it in a very wrong and coarse way—"if he has not stolen or done something violent up to this time, very likely he will next week." But he (the Archbishop) protested against that kind of view of the case, and he persisted that there was the very strongest and most marked difference between the two cases. Let the poor boy who had hitherto kept out of crime be able to appeal to that fact, and be able to herd with associates who had also kept out of crime, that he in his way might become a useful citizen. On the other hand, a reformatory did immense good in reclaiming from crime, into which they had already fallen, those boys who formed the nucleus of the future criminal class. In the words of Sir Stafford Northcote, in 1857, the matter was very well expressed:—"These children demand care and attention, not merely from motives of humanity, but from reasons of State policy connected with our criminal legislation; the difficulty of dealing with our criminals would be materially diminished if we could cut off the supply of those criminals at its source. These children, not having committed crime, it would be unjust to associate with those who had." There the whole question lay in a nutshell. But later they found Lord Norton—of whom he wished to speak with great respect, because

he was associated with the subject of reformatories and the like for a long time, even when not officially connected with them—using the language that it did not make much difference whether a boy had committed crime or was only likely to do so; in other words, that a reformatory and an industrial school were pretty much the same thing. He supposed that, by-and-by, there would be proposed a complete amalgamation of those two, so that those unfortunate boys who were the objects of their sincerest compassion should have their one last privilege taken away, their one last boast stripped from them—"we have not committed crime, and we are to be kept separate from those who have." He thought this was most unjust, and he could imagine nothing more impolitic than that. He did not think they ought to have a large class of schools supported by the nation, the passport to which was having committed some crime. They were doing their very best to encourage first crimes if it was known they were the passage to the reformatory. He spoke the voice of the committee, and spoke for all who were interested in these industrial schools, when he said that they wanted to protest against that amalgamation. They appealed to the work which the industrial school had done so well in the past; they appealed to the way in which it reclaimed and made useful citizens of those waifs and strays; they appealed now to the experience of thousands of children, and to the fact that the inspector admitted that 92 per cent of the boys from the industrial schools were doing well. They appealed to all those things, and said that no motives of mistaken economy ought to prevent the nation from keeping those two classes of schools distinct, or to prevent them from pressing forward those institutions as much as possible, so as to remove what was one of the greatest disgraces and the severest sores in our social system. When he thought of the condition of these poor children, he felt obliged to turn away from the subject with pain and regret. Driving sometimes along the streets of London through those unfortunate districts through which one rode when one went by the Great Northern Railway, he was inclined to wonder, not merely that the children did not keep out of crime, but to wonder how they were reared at all, under the conditions in which they were obliged to live. They were herded in one room, where the father was, perhaps, sewing a lady's riding habit, which she little suspected was used as a coverlet at night. And the father and the mother, and the boys and the girls, were all herded together in one room; cases of sickness with those who were well, and contributing to the physical and the moral contamination that existed there. Their playground was the street, their diet was the lowest. They had before them no high examples, they had a condition of things in which good temper and kindliness were things almost unknown. Really, when he thought of those children, as he said before, he was compelled to turn away his face very much, because it was too painful almost to think upon. But there was one comfort—an institution like that. Why evil was allowed in the world no one would ever tell; but one reason of its being allowed they might easily learn. Let them try to deal with it, try to do something to help it, then they would understand that it was to them a good—was an incentive to noble exertions; and they felt they were doing a service to their great Master, Christ, because they were doing to His little ones what He would have done to them. That was the nature of that institution.

Lord Wenlock moved the following resolution: "That this meeting hails with satisfaction the proposal for the appointment of a Royal Commission, as a means of perfecting the industrial school system, and of securing to this country the due prevention of crime." He said an important question was that of making the parents pay what they ought towards the maintenance of their children. There was no doubt that a great many evaded the payment of an amount they could justly be called upon to contribute, and he hoped that would be rectified. In a great many instances boys, on leaving those institutions, expressed a great desire to enlist for soldiers or sailors; but as the law at present stood it was possible for the parents to prevent them. That was a great mistake. Those parents had suffered to pass from them all control, charge, and responsibility for their children; and thus at a time of life when they were likely to enter upon a course which would be a benefit to the country, and do justice to the excellence of their education and training, their parents were enabled to stop them entering on a career of usefulness.

Mr. A. Mills seconded the resolution, which was carried unanimously.

Mr. E. V. Harcourt moved: "That, in view of the appointment of a Royal Commission, as proposed by Her Majesty's Secretary of State for the Home Department, this meeting desires to record their unanimous opinion that, for the perfecting of

the industrial school system as the best known means of preventing crime, it is essential to the success of the work of such a commission that the prevention of crime (by this and other means) should be referred to the Commissioners for their consideration, as a subject altogether apart and distinct from the reformation of criminals."

Major-General Cameron seconded the resolution, which was carried unanimously.

The Lord Mayor of York moved: "That His Grace the chairman be respectfully requested to forward to the Home Secretary a copy of the foregoing resolutions, and to commend them in such a manner as to His Grace may seem best to the consideration of the public generally."

Mr. W. Sheepshanks seconded the resolution, which was also carried unanimously.

A vote of thanks to the Archbishop for presiding was carried, and the proceedings terminated.

MR. MUNDELLA, M.P., ON THE INFLUENCE OF EDUCATION.

A GREAT meeting of the friends of education was held on Monday, in the Albert Hall, Sheffield, when Mr. Mundella, M.P., distributed the Lancastrian prizes won by the scholars in the local elementary schools. There were about 4,000 persons present. Mr. Skelton Cole (chairman of the School Board) presided. and amongst those present were Mr. F. T. Mappin, M.P., the Mayor of Sheffield, &c.

MR. Mundella said he had this to say—that, although education was so constantly with him, it grew more absorbing day by day. After all, he was the most fortunate Minister in Her Majesty's Government; for his department was non-political. No man, whatever his politics, could object to the extension of education to every child in the land. No hindrances to legislation obstructed education; the increase in it was startling, and it was difficult to realise how tremendous was the work carried on. For the past ten years, there had been an increase of 150,000 children yearly steadily pouring into our schools. The scholarships, the prizes of which he had distributed that night, were in his opinion the best means of utilising the best brains of the country, and this was the best way of getting for the service of the nation the highest intelligence of the nation. The splendid quality of brain material which lay in the sons of the artisans and the lower middle classes illustrated the wisdom of the course taken with reference to the Lancastrian scholarship. Of all the important meetings he had ever attended in Sheffield that was the most important, for it consisted of parents, teachers, and scholars—a combination of causes to which the town would owe its success and industry. When Lancaster began his work, education was not popular by any means, for it was thought that if the lower classes were taught to read and write, revolution and chaos would follow. But Sydney Smith, Macaulay, and Bishop Thirlwall took the poor schoolmasters' part, and education began slowly to extend. Now they had taken up education in earnest; they saw the goal in view, and he hoped they would reach it. Let them rejoice that the priests of all the denominations had suffered the people to be educated, and had co-operated with a spirit of great self-sacrifice to carry on the noble work. In 1854, on the day of inspection, there were 400,000 scholars present in public elementary schools; in 1860 there were 800,000; in 1870, when Mr. Forster passed the bill that would immortalise him, there were 1,400,000 present; and to-day there were more than 4,000,000 children on the rolls of their public elementary schools. It would be said this was accomplished at a great cost, and that the ratepayers were heavily called upon, that the voluntary subscriber had to put his hand very deeply into his pocket. No doubt the sum total seemed large. The total expenditure upon education for the past ten years had been £72,000,000—just one half the sum spent upon tobacco during the same period. He thought England could well 'afford to spend in education half what it smoked. Why, in six months of 1875, the country spent in drink just as much as it spent upon education in ten years. Who doubted the influence of education? Was it to the scholars present they looked for the future paupers and criminals of the country? No; it was to those whose opportunity had passed away, to those who in the matter of education had been treated with guilty neglect. Education was no new gospel; but they expected it would raise the people above the coarseness, the brutality, and drunkenness which were a discredit and a shame to the nation. It would be many years before they had educated the whole population, and until that time came he was afraid they would hear of such outrages as that which took place in Sheffield a few days ago. He was sorry for the good reputation of the town when he found that men could beat and stone the poor but earnest people of the Salvation Army—people who,

if they were fanatical and ignorant, were at least doing what they believed to be their duty to their Master. He heard it said that education without religion was of little value, and he would grant that assertion ; but he asked if ever there was so much religious education in England as there was to-day. In concluding, he said he had, with Earl Spencer, put the last touch to the New Code, which he hoped would do something to relax the vexatious restrictions from which teachers suffered, provide a better curriculum for the scholars, and fairly remunerate schools for work done. He pointed out the importance of not losing a single point in the educational contest with other nations, and said it was essential that our youth should not only be well educated, but taught a good handicraft.

MR. MUNDELLA'S "MEMORABLE" SPEECH.

IT would appear from the speeches of Mr. Mundella at Liverpool that he has found the task of reconstructing the Code much more difficult than he had imagined it would be, and he also seemed in a desponding mood with respect to the reception it was likely to meet. There seemed to be a feeling of soreness at the reflection that whatever he did would probably fail in satisfying the expectations that had been formed. He knew he could not satisfy all parties, including Her Majesty's Treasury. He mistakes the teachers' objections to the percentage worship. No one objects to as much individual examination as the Inspector thinks necessary, nor to the tabulation of the results obtained, so long as these are used fairly, and not made the sole test of the efficiency of the school and the power of the teacher. It is, in fact, one of our strongest objections to the present and proposed method of examination and payment that a very large number of children are never examined at all, and the work done on their behalf is not taken into account on the occasion of the annual visit of H.M. Inspector. So long as the payment is made on the basis of the individual pass it would be manifestly unfair to examine for grant purposes children who had not attended the school sufficiently long to enable them to receive the necessary instruction. There is thus a strong temptation to the teacher to neglect those who cannot "make their times," and concentrate effort on those who will be examined. This is distinctly opposed to sound educational policy. We do not understand what Mr. Mundella refers to when he says he would have teachers think more about the education and less about the money. This is exactly what we strive to do, and it is on educational grounds alone that we are constrained to disapprove of some of his Proposals. The financial view of the question is one for managers chiefly. If Mr. Mundella had regard only to the educational aspects of the case, and had not to shape his policy to suit the permanent officials of the Department and Her Majesty's Treasury, we are sure he would be able to construct a much more satisfactory Code than the one sketched in his Proposals. We have not lost confidence in himself personally, nor are we much surprised to find that he is not able wholly to disregard the views of the Treasury officials, one of whom had probably more to do with the construction of Mr. Lowe's Code than Mr. Lowe himself.—*Schoolmaster.*

TEACHERS AS CIVIL SERVANTS.

TEACHERS have sometimes put forth a claim to be considered Civil Servants. Before Mr. Lowe's Code the Government grant was paid direct to the teacher by Post Office order. And, so far, there was a stipendiary connection between him and the Department, but that was all. The Council Office had nothing to do with his appointment or dismissal, nor was he under any of the regulations of the Civil Service. Since 1862 the Government grant has been always paid to managers and not to teachers, so that even the show of a connection has ceased to exist. Mr. Mundella made this clear in his speech to the teachers at Liverpool. He not only declared that they were not Civil Servants, but he congratulated them thereon. In his opinion, teachers have far better prospects in the open market, where brains, and work, and character will generally command their price, than they would have if they occupied the position of Government servants, kept down and prevented from rising according to the market value of their services. We are not sure that the teachers' case is quite so glowing as Mr. Mundella paints it ; but we have always thought that the claim to belong to the Civil Service could not be sustained, and it is perhaps well that, on the eve of the New Code's appearance, an unmistakeable authority should pronounce upon the subject.—*School Guardian.*

The National Schoolmaster.

SUMMARY.

THE London School Board have been wasting a good deal of their time in discussing the question whether they can compel denominational Training Colleges to admit Board pupil-teachers who do not belong to the denomination for whom the college was built. It is true that such colleges receive large subsidies from the Education Department, but the State pays for the secular knowledge and instruction in teaching imparted to the students, and it is not denied that it gets a satisfactory return for its money. What is contended for is that a Church College, built for 100 students, ought to be compelled to receive twenty or thirty Dissenters, whose religious feelings would have, we suppose, to be protected by a conscience clause, so as to allow them to attend chapel, and absent themselves from religious instruction and college prayers. In the same way the college would be compelled to receive a disciple of Mr. Bradlaugh, who would spend his time disseminating the doctrines of the *National Reformer*, and circulating the pamphlets of Mrs. Besant. It certainly seems hard that a pupil-teacher having a high place on the Government List should not be able to enter a Training College, owing to his religious views, but this surely points to the conclusion that an increase in the number of undenominational colleges is required. Yet, when Mr. L. Stanley takes his question to the Education Minister, in order to bestow on his enemies a cursing, that official, possibly sitting near Mr. Gladstone, rises up and blesses them altogether. Mr. Mundella replies that he can make nothing out of the problem that has exercised the minds of the London Board through such a series of adjournments. The principals of the undenominational colleges tell him that no more of these institutions are wanted; that is, we suppose, that though teachers may *want* to enter them, managers do not *want* teachers coming from them. What is to be done? Must a

short Act of Parliament be passed compelling managers to prefer teachers from undenominational colleges? What is to be the result of all these protracted discussions on the Board, and debates in the Union? We give below the answer of the Education Minister, to the question put to him in the House of Commons, on March 21st.

PUPIL TEACHERS AND TRAINING COLLEGES.

Mr. L. Stanley asked the Vice-President of the Council whether his attention had been called to a letter from the London School Board, dated January 27th last, addressed to the Education Department, complaining of the difficulties under which Board School pupil teachers labour in seeking admission to training colleges, and seeking for relief; and whether he was prepared to propose any alteration which might secure full opportunities of training, with protection for the rights of conscience, to pupil teachers who had passed satisfactorily the scholarship examination, but who were excluded from college by the action of the college authorities, and by their regulations.

Mr. Mundella said the letter of the London School Board, together with the whole question, was still under the consideration of the Education Department. The best way of procuring the relief to which the hon. member referred was by increasing the accommodation of the undenominational colleges. The difficulty was not exclusively confined to female colleges. He had received communications from the principals of undenominational colleges for male teachers, to the effect that they had already considerable difficulty in placing their pupils, and they were not desirous of increasing their number, as the supply was already in excess of the demand.

It would be a mistake to suppose that this is a question peculiarly affecting the Church of England. Dr. Rigg and the authorities of the Wesleyan Training College are just as much interested in the matter as the clergy and laity of the English Church. Of the eighteen Training Colleges contained in the list given in the last Blue Book, thirteen are in connection with the National Church, two are Undenominational (British and Foreign School Society), one is Roman Catholic, one is Wesleyan, and one Congregational. As Mr. Mundella says, "the best way of procuring relief was by increasing the accommodation of the Undenominational Colleges." But it seems that the British and Foreign School Society already receive more students than they can satisfactorily place in schools.

Our contemporary, *The School Board Chronicle*, replying to some strictures we made on the course of action it imputed to Mr. Mundella, refers to us as "the monthly education journal, entitled *The National Schoolmaster*, published in the interests of Church School teachers." We claim to advocate the interests of teachers of every class, where they are founded on justice, and are not inimical to the well-being of the community. We have nothing particularly to complain of in the comments of our contemporary, who says, in effect, that the Liberal opposition allowed a clause to become part of an Act of Parliament, meaning that it should be binding on their adversaries, but have no effect whatever on their own proceedings. Our contemporary says that the

Committee of Council, as at present constituted, could never admit, in any circumstances, that "the maintenance of a School Board is not required for the purposes of education in the district." And then we have a glorification of the School Board system, of which we will only say that it is very natural, coming from the editor of *The School Board Chronicle*. While agreeing with him that the School Board system has many and undeniable merits, we hold to the opinion that the educational interests of the country are best advanced by the rival systems existing side by side. The agitations against the School Boards are got up, says our contemporary, "by the jealous friends of the Church Schools." Then how strong must the Church be in the manufacturing town of Stockport!

> These agitations are invariably got up by the jealous friends of the Church schools, in their fear lest the very existence of a School Board in their midst should be a standing temptation to reluctant subscribers to the voluntary schools to withhold their subscriptions, with a view to the transfer of Church schools or the setting up of Board schools. Now nothing could be much more conducive to the interests of education in the district than the introduction of the Board school element. Unhappy is the district, from an educational point of view, where the voluntary schools cover all the ground.

Our own opinion is that, if the Church were not assisted by the economists, she would not find her hands so strong in this matter. As for the economists, our sympathy with them is of a very modified character; and our experience is that, in niggardliness and parsimony, there is little difference between a country School Board and a Denominational Committee. But the School Board can act both with greater meanness and with keener tyrany.

One of the most curious features in the composition of the present Ministry is the enormous ascendancy of the Prime Minister over the subordinate members. Men like Sir William Harcourt retain their individuality, but Ministers outside the Cabinet, such as Mr. Mundella, are almost abjectly conscious that they owe all to him. If we could speak of Mr. Mundella as the ocean, and Mr. Gladstone as the moon, then in the verse from the "Ancient Mariner,"

> "His great bright eye most silently
> Up to the moon is cast—
> If he may know which way to go
> For she guides him smooth or grim,"

The *Guardian* inserted a hostile letter complaining of Mr. Mundella's arbitrary proceedings, and immediately Mr. Mundella, knowing how intimate the Prime Minister is with the hierarchical writers of that powerful journal, set himself to work to propitiate the angry god. He prepared a noble sacrifice. The new Education Code first appeared in the *Guardian*, and readers of that journal had it in their hands before

the members of the House of Commons themselves. The way in which the *Guardian* returns thanks for this amazing condescension should be incorporated into the *Complete Letter Writer* forthwith. "It did not appear in any journal before Wednesday." This is a polite way of letting it be known that it first appeared in the *Guardian* of Wednesday afternoon. "All managers and *teachers* will appreciate the courtesy of Mr. Mundella in the consideration shown to them in its *earliest* publication." Why teachers? Surely the *Guardian* cannot be under the delusion that "all teachers" take in such an expensive newspaper! But possibly it was thought advisable to insert "teachers" to make the matter look better. The following is the paragraph in which the *Guardian* so gracefully expresses its acknowledgments :—

Fault was found, or rather suggested, in the House of Commons on Monday evening with Mr. Mundella, for having allowed early copies of the New Code to be furnished to papers interested in its discussion. It was laid before Parliament on Monday evening, and did not appear in any journal before Wednesday. The Code becomes law on the 5th of April, and surely it was most desirable that the widest opportunity should be given to those interested to study its contents, with any view to amendment, in the few days that remain. All managers and teachers will appreciate the courtesy of Mr. Mundella in the consideration shown to them by its earliest publication.

REVIEWS.

The Granville Series. Standard Reading-book, No. 2, Second Standard. London: Burns and Oates.

THIS book contains a charming collection of tales and sketches, and is most delightfully illustrated. It is one of the very best reading-books we have seen for children. Reading matter, type, illustrations are all alike excellent, and the only thing we can think of to suggest is that the pages might have been increased with advantage, and the price proportionately raised. Some of the inspectors, less sympathetic and imaginative than others, are apt to complain of reading-books profusely illustrated, as not containing sufficient reading matter for a year's work. However, we should be very sorry to see readers, especially for the earlier standards, closely packed with dry reading, with no pictures to render them attractive, and so we give our hearty recommendation to this little book, which, we may add, is perfectly unsectarian in tone and matter.

How to Prepare Notes of Lessons. By T. J. Livesey. London: Moffatt and Paige.

MR. LIVESEY gives, in the first place, hints on the preparation of lessons, and continues these hints throughout the work under such headings as "Hints on Preparation of Easy Science Lessons," "Hints on Preparing a Reading Lesson," &c. The bulk of the book is made up of about sixty specimen Notes of Lessons, which appear to us sensibly drawn up, without the usual exaggerations and impossibilities. What we mean is that it would be possible, in a reasonable amount of time, to give the lessons which Mr. Livesey places in this book, whereas many other sketches of a similar nature could not be explained to a class, if they could be explained at all, in a shorter period than from an hour to an hour and a half. The "Notes of Lessons" contained in this work are classed under the titles of common objects—Flowers, Animals, Easy Science Lessons, Sanitary Science, Social Science, Reading, Arithmetic, Writing, Grammar, History, and Geography. We have no doubt that this work will prove of great value to pupil-teachers and students in training colleges.

New Grammar of French Grammars, by Dr. V. de Fivas. London: Crosby, Lockwood, & Co.

WHEN a work has run through forty-four editions it seems superfluous to recommend it. The present edition (the 45th) contains an Appendix on the History and Etymology of the French Language, by Professor Roubaud. The publishers call attention to the fact that notwithstanding the considerable increase in the size of the book (upwards of 120 pages), the price has not been advanced. The work is both a grammar and exercise book, and we can heartily recommend it to our readers as one of the best French grammars in existence.

Poems of English Heroism. Collected and Arranged by A. C. Auchmuty, M.A. London: Kegan Paul, French, & Co.

THIS is a daintily got up book and is edited with judgment. It contains about fifty poetical pieces, fourteen of which are from Shakspere, while other writers whose works are drawn upon are Wordsworth, Milton, Cowper, Campbell, Tennyson, Longfellow, and Matthew Arnold. The last twenty pages of the book consist of notes to the several poems. This book would make a suitable present for a pupil-teacher of 15 or 16 years of age. It is unsuitable for children of an earlier age, as many of the poems are somewhat difficult to be understood.

The Civil Service History of England. By F. A. White, B.A., and H. A. Dobson. Fourth edition. London: Crosby, Lockwood, & Co.

WE have reviewed this book before in some of the earlier editions, and need only say here that it answers completely to its title of a "Fact Book of English History, arranged for Examination of Candidates, Public Schools, and Students generally." A work of this kind is almost indispensable for an examination; but it is always well to be reading at the same time some larger and more comprehensive work, in which the general features of the history are set forth in their true proportion. We notice with some surprise that in the list of famous literary persons in the present reign, the name of Cardinal Newman is not found. His works will last at least as long as those of Dr. Kitto and Dr. Whateley. Every conceivable help is given to the student in this book, which it would be unjust to designate as a mere cram book. The History is brought down to the close of last year.

Pupil Teachers' Mensuration Questions. New and enlarged edition, by W. T. Lawrence. Manchester and London: John Heywood.

THE writer of this book, in his preface, remarks: "In instructing my own pupil teachers in mensuration, I found two great difficulties. The one was to find a set of problems of the same variety as those given by the Education Department; the other was how to spare the time for working out the questions which have been already set during the short time set apart for instruction of pupil teachers." He has, therefore, collected and worked out the whole of the Questions in Mensuration set by the Department from 1874 to 1881 inclusive. He has prefixed the rules by which the problems are worked, and has used diagrams, where necessary, to illustrate the solutions. Many schoolmasters and pupil teachers will be glad to spend a shilling on a useful book of this kind, and we heartily commend it to their attention.

MR. MUNDELLA'S CODE.

THE New Code has at last made its appearance, and stands before us for judgment. It will be known in the future as Mr. Mundella's Code, but we suspect the two influences most dominant in its construction were those of the Inspectors and the permanent officials of the Education Department. We proceed to give our opinion on its probable effects, under a series of distinct headings.

1. *It will enormously increase the power of the Inspectors.* They will now visit every school in the kingdom, with three seals in their pockets, and each school will be stamped "Excellent," "Good," or "Fair," exactly according to their will. It may be rejoined, "No, this will not be the case; the Inspector must pronounce the school Excellent, Good, or Fair, according to the results of the inspection." But there is one clause in the Code which will enable the Inspector to class a fair school as an excellent school; we refer to the clause "allowing for the special circumstances of the case." An Inspector, after partaking of a hearty luncheon at the manager's expense, will be gifted with a power of sympathetic vision to see "special circumstances" which in other and similar cases he will fail to discover. Moreover, the results of the examination will be only one of three tests that will be applied to the decision of the term "good" or "excellent." The organisation and discipline is the first thing to be borne in mind, the intelligence employed in instruction the second, the general quality of the work the third. Now, what we wish to point out here is, that these two first conditions will vary in every district, and also vary in almost every school of the same district. What one Inspector thinks excellent discipline another will characterise as fair, and the same may be said of intelligence in instruction. In schools under the same Inspector, fair schools will be classed as "good," owing to "special circumstances;" but we suppose that no record of the special circumstances need be made, and it will not even appear that special circumstances have been taken into consideration at all. But if any complaint is made to an Inspector, or of an Inspector, of favouritism with regard to any particular school, he has an answer, short and convincing, ready to hand—"special circumstances." With two out of the three conditions absolutely under his own control, and special circumstances to account for any manipulation he may wish to make of the third, the Inspector has thus every individual school and teacher altogether at his mercy. If a school pass 90 or 95 per cent in the subjects of instruction, it may still be classed fair; the discipline, it may be alleged, is not good, and the subjects are not intelligently taught. Everything under the new system will be reduced to chaos; everything will depend on the Inspector. But, it may be asked, do we suppose the Inspectors will agree together to work the Code in a vexatious and tyrannical manner? We answer—

> "How happy is he, born and taught,
> That serveth not another's will"—

in this slavish and utterly helpless manner. And yet this is the New Code of Mr. Mundella, over the issue of which there were such loud pæans of rejoicing! This is the scheme which Mr. Mundella has drawn

up for the special benefit and relief of school teachers, and concerning which he compliments them by telling them that they are the authors of it! The right hon. gentleman is prepared to encounter the odium and obloquy that Mr. Lowe has endured for so long a period, and we think he will need to the full all his resources of solace. He has prepared a yoke to place on the necks of teachers which will make them helpless, drivelling slaves, without power of appeal, or even power of complaint. The "discipline" and the "intelligence" and the "special circumstances" are indefinite, intangible things, existing only in the Inspector's mind, which in the mind of another Inspector would probably be altogether different; and it is towards such a state of things that Mr. Mundella expects the teachers to sigh and to yearn, as the dawning of a more glorious day, the incoming of a fuller era of sweetness and light.

2. *It will produce a state of confusion and disorganisation in the Inspector's examination.* At the present time the Six Standards of Examination have a reputation among intelligent scholars and parents, approaching to that of a degree at Oxford, Cambridge, or London. No scholar can be examined who has not been 250 times under instruction—why the old number 200 was raised to 250 we have never been quite able to make out—and the success or failure of a candidate is an event looked for with no little anxiety by both teacher or scholar. But we have now changed all this. A scholar whose name has been on the Register twenty-two weeks is to be examined, must be presented. Some such scholars will not have attended above twenty or thirty times, and their examination will be a farce. They need not be examined, however, if there is a "reasonable excuse" for withholding them. The judge of the point as to what is reason or unreason in withholding scholars is Her Majesty's Inspector. Nothing will be fixed or definite about this Code; the Inspector will be the Code. He will be able to say, in the phrase of Louis XIV., "*L'état, c'est moi.*" A child need not be presented if the Inspector is satisfied the excuse is reasonable; he can be presented twice in the same standard, if the matter is "explained in writing" to the Inspector. How, then, will an unfortunate teacher be able next year to draw up his schedule? Some scholars may not have attended above 20 times who have been for the last 22 weeks on the register. Is he to put them in the list, or to meet the Inspector at his very entrance with an apology more or less abject—"a reasonable excuse?" The explanation in writing why John Smith and Edward Jones are put a second time in Standard III. may be that both these scholars are very stupid, that "knowledge to their eyes her ample page" had an enormous difficulty in unrolling. Will this satisfy H.M. Inspector? He may rejoin in the the words of Pharoah: "Ye are idle, ye are idle." He may insist upon

it that the two boys should have been examined in Standard IV. Teachers will then turn, in their bitterness, to the old Code, drawn by Lowe and improved by Forster, and look back wistfully to those far happier times before the whips were exchanged for scorpions. They may, perhaps, then bear in mind that it was their own representatives that helped the Minister in his agitation for the reform of the Code. They did not know when they were well off; in trying to be better, they have made their state much worse. We cannot help thinking that this degradation of the examination is one of the worst features in Mr. Mundella's Code. In making the system more elastic, they have plunged it into confusion. On every side, in every possible manner, the power of the Inspector is increased. The organ of the Union says "teachers and managers must combine to put down tyrannical Inspectors." In the present system this is hardly possible; in Mr. Mundella's Code it is manifestly impossible. If the Union does not bestir itself within the next few months to get this system modified or changed, it will have been helping to place the necks of teachers under a bondage, of which, up to the present time, we have only read about in foreign countries—it has not been so far known in England.

3. *It will reduce the Education Grant to poor schools.* Our present opinion is that the grant will be diminished under the new system about 5 per cent all round. About 10 per cent will probably be deducted from the poorest schools, the half of which will go into the Exchequer, and the other half to increase the grant paid to well-officered Board schools. As everything under the new system depends on the Inspector, a school may not lose very much if managers and teachers stand well with that official. But a lenient Inspector, stamping too many of his schools "excellent" or "good," is sure to be asked for explanations at Whitehall. So that, ultimately, this Code, as worked by a Department hostile to voluntary schools, might easily "improve" such institutions off the face of the land. We shall be able to speak with more authority on this subject in our future issues. Meanwhile, we would urge our readers to be up and doing, to seize the occasion of the few precious months now immediately before us, and make their voices heard distinctly in the Council Chamber at Whitehall, and in Parliament itself. Let them declare with emphasis that, having tasted this new wine, they do not desire it, for they are quite sure the old is better. We hold the opinion very strongly that the existing Code is a more statesmanlike document, and a document under which the interests of education can be far better advanced, than the indifferent substitute which Mr. Mundella has placed on the tables of the Houses of Parliament.

HOW THE CODE WAS BROUGHT OUT.

THE new Code has at last made its appearance, and has been ushered into the world with a singular series of misrepresentations, and statements devoid of truth. We give below, from the *Standard*, a report of a conversation in the House of Commons on the 13th March, concerning the irregularities attending its publication :—

THE NEW EDUCATION CODE.

Sir M. Lopes asked the Vice President of the Council whether, as so much delay had taken place in the issue of the New Education Code, and that thus there would be practically no opportunity of considering its important provisions before Easter, the Government would provide a suitable opportunity for discussing the Code before it became law?

Lord G. Hamilton also asked the Vice President of the Council at what day the new version of the Code, which had appeared at length in a public journal before being circulated, would become law; and if he would undertake that a day should be set apart for its discussion before it became law, or that it should not become law before the House had had an opportunity of discussing it?

Sir H. Maxwell further asked the right hon. gentleman how it came about that the new Education Code had been reviewed and its provisions freely discussed in the daily papers before it had been placed in the hands of members?

Mr. Mundella said the delay spoken of was only one of four days. He laid the paper on the table on Monday night, and he thought it would have been delivered on Wednesday. The Code would, unless rejected by Parliament, become law on the 5th April, but as it would not come into operation until the 30th of April next year it would always be possible to change any of its provisions at any time to within a month of the end of the present session. He regretted that owing to the present state of public business it would not be possible to discuss the question before Easter, unless it was by means of a morning sitting or a Saturday sitting (oh, oh). As to the question of the hon. baronet (Sir H. Maxwell), he had to take upon himself all the responsibility and blame of that matter. Anticipating that the Code would be in the hands of members on Wednesday he had yielded to the pressing solicitations of the educational press, and allowed some rough proofs to be sent out on Tuesday last week. He could only say that he regretted the irregularity, and would take care that it did not happen again.

Sir H. Maxwell asked how it was that the Code was commented on in the *Times* of Monday last? (Hear).

Mr. Mundella said the comments in the *Times* were based on the proposals for the Code which had been made for some months past, and not upon an actual copy of the Code.

Lord G. Hamilton said he should object to any vote being passed until there had been some discussion on the Code.

There are two statements made in this statement which are not correct. As regards the assertion made by Mr. Mundella that "he had yielded to the pressing solicitations of the educational press, and allowed some rough proofs to be sent out on Tuesday last week," we have the reply of the editor of the *Schoolmaster*, who declares, "We can answer for ourselves, and also for other educational journals, that rough copies were not received either on the Tuesday or the Wednesday." Our contemporary admits that it made pressing solicitations, but they were not attended to. The paper that received a rough proof on Tuesday was not

an educational paper at all, but a most ably-edited ecclesiastical journal (the *Guardian*) which had inserted in one of its previous issues a letter hostile to Mr. Mundella, from the Vicar of Stratford-on-Avon, complaining of his arbitrary proceedings in connection with the School Board for that town. It is to be hoped that the *Guardian*, which has tersely expressed its suspicions about Mr. Mundella's Code, will now "roar as gently as a sucking dove," and will by its advocacy, or neutrality, secure the acquiescence of that powerful body of High Church clergy that are able to bring their influence to bear upon Mr. Gladstone with such peculiar force.

Another statement made by Mr. Mundella, however, was quite the reverse of true. When Sir H. Maxwell asked "how it was that the Code was commented on in the *Times* of Monday last?" the minister replied that "the comments in the *Times* were based upon the proposals for the code which had been made for some months past, and not upon an actual copy of the Code." Our contemporary, the *Schoolmaster*, points out with the most indisputable accuracy, that the answer given by Mr. Mundella is not according to truth.

> Mr. Mundella carefully excluded from the Proposals, with which our readers are perfectly familiar, any statement as to the amount of grant and mode in which it would be administered, in order that his suggestions should be discussed from an educational point of view, and apart from financial considerations. Over and over again he was pressed to state what the intentions of the Department were with respect to payments; but beyond general statements that on the average they would be about as much in amount as at present, and that they would be chiefly made on the average attendance, he wisely refused to give any inkling of what we might expect. And yet a public writer having only these Proposals before him is able to state that "the fixed grant on attendance is raised from 4s. to 4s. 6d. The grant on reading, writing, and arithmetic is 8s. 4d. per head, if the whole of the children on the school books pass satisfactorily in all three." He gives the exact provisions with respect to the singing grant, payment for class subjects and the merit grant, with many other matters of detail which any ordinary mortal could only have known from a careful study of the Code itself. We have always entertained a high opinion of the ability of the contributors to the columns of the leading journal, but that opinion has been immensely raised by Mr. Mundella's statement—a statement which, had we not received it on the best authority, we should have said passed the bounds of belief.

The contemplation of such a matter as this does not increase our estimate of Mr. Mundella as a careful and accurate public speaker. The rough proofs that he sent on Tuesday to the educational journals were not received by the educational journals, but by a Church newspaper that had begun to show its teeth. The comments in Monday's *Times* were not based upon the Proposals, but upon the Code itself. What are we to think about Mr. Mundella? We would not for a moment impute to him deliberate untruth, but it is clear that he is a careless and reckless speaker, and that any statements he may make relative to facts should not be received without being carefully tested.

THE NEW CODE AND ITS CRITICS.

OUR contemporary, the weekly *Schoolmaster*, does not seem to have a high appreciation of the merits of the New Code. It admits "that one great object of Mr. Mundella has been to secure greater intelligence in the teaching of the elementary subjects; and we may at once admit that intelligently administered, the Code will probably produce this result." But this is about the only good word our contemporary has for it, and it proceeds immediately to qualify this admission. It regards with disapproval the increased power it places in the hands of the Inspectors.

> For teachers the one point more important than any other, and about which there is no possibility of mistake, is the enormously enhanced power of H.M. Inspectors. Teachers and Inspectors have been fettered in time past by the stipulations of the Code. It is uncertain whether teachers will be more free on the whole in the future; but Inspectors will be able to make or mar, to mend or break, at will. The power of those among them who are thoroughly efficient and reliable will be increased for good, and the schools in their districts will be benefited by the change. The power of those who are inefficient and unreliable will be increased for ill, and the schools in their districts will suffer in consequence. It is no use blinking matters. From various causes, a considerable number of these gentlemen are not fit for the discharge of their responsible duties. It is too much to expect that many of these, if any, will be relieved of their functions. There is left, as far as we can see, but one remedy. It is no use waiting for Mr. Mundella's promised reorganisation of the Inspectorate. If his scheme, when matured, proves to be all that teachers could wish, it will be many years before it can take effect, whereas the necessity for taking action is pressing. The remedy to which we refer is the old one—combination on the part of all whose interests are affected, whether teachers or managers. Against the united teachers of any district, aided or not by friendly managers, any Inspector can soon be made powerless for evil.

Mr. Mundella has been posing so successfully during the last two years as the teacher's friend, and has brought in this Code with the very object, he says, of making his yoke easier and his burden lighter, that it is almost amusing to read such a criticism as the one we have placed above. Our contemporary urges its readers, the members of the Union, in view of the increased power given to Inspectors by this Code, to submit no longer to their "whims and vagaries." The *Schoolmaster* complains that under this Code "more will be required of teachers and scholars in the future than in the past." The tale of bricks is to be increased.

> We shall be glad to find ourselves mistaken; but so far as we can judge at present, it seems to us, whether the grant is to be maintained as at present, raised or lowered, one thing is certain, that more will be required of teachers and scholars in the future than in the past. This is a matter requiring the most careful attention. If further reflection should confirm our present impression, then teachers cannot take action too promptly or too decidedly. We want less instruction more thoroughly imparted, and with more regard to the capacities of our pupils, than is at present given in our schools. We fear that both with respect to the quantity and the thoroughness with which the work is performed more will be demanded in the future; and we feel sure that the attempt to exact more than can be fairly demanded will injure both teacher and scholar.

Not only is the tale of bricks to be increased, but teachers and managers will have to be content with stubble instead of straw. The average grant under the Mundella Code, our contemporary thinks will be less than it is now.

If we turn from the educational to the financial aspect of the question, we see little upon which to congratulate ourselves. Mr. Mundella stated the intention of the framers of the Code to be to secure for the fair school about as much as it could earn at present, for the good school rather more, and for the bad school rather less. We have been favoured with statistics of the amount actually earned in a school which would be classed "fair" or "good" according to the Inspector who examined it, and the amount which could be claimed under the New Code supposing that the school earned a merit grant as a "good" school. The loss is about equal to one shilling per head, and if the school were marked as fair, it would, of course, amount to two shillings per head. This is, we fear, what may be expected of schools generally. It is said, we know not with what truth, that the fixed grant at first proposed by the Department was reduced by the amount of sixpence per head by the Treasury officials. There is no doubt but that the State has got the best of the bargain. It is to receive greater value at a less cost than formerly. It is in the happy position of a purchaser who is able to fix the price he will pay for the article he needs. The greatest sufferers by the effect of the changes introduced in the amount of grant to be paid will be the managers of voluntary schools. They must employ an improved staff if the work is to be done efficiently, and will receive less aid from Government towards meeting their expenses.

The *School Board Chronicle* grows enthusiastic over the enormous labour which the compilation of the Code demanded.

It must have been a task of enormous labour, and it will become a long-remembered tradition of the Education Office how the Earl Spencer and Mr. Mundella wrestled day by day and week by week with the huge and inchoate pile of materials which would not go into the old moulds, and which had to be shaped into such fresh forms as the new spirit seemed to demand. When we remember what a mass of experimental matter was worked up into last year's "Proposals," and think of the appalling mountains of commentaries and suggestions which the Proposals evoked, we cannot help congratulating the Lord President and Vice-President of the Council upon having emerged at last from an enterprise the very prospect of the like whereof in future years would be enough to prompt any statesman to shrink with dismay from the offer of an appointment to the Chair or Vice-Chair of the Committee of Council on Education. But the Education Office is a strong office. Sir Francis Sandford has the reputation in official circles of an extraordinary capacity for the mastery of voluminous and complex detail, and but for the presence of such a head in the Department, fortified by the memory and experience of a long life in these not exceedingly grateful fields of knowledge, it may be easily conceived that no statesman from Lords or Commons could possibly have grappled with this task and have arrived at a successful, a well-proportioned cohesive result. Whatever criticism may have to say, either as to principle or detail, the "Minutes of the 6th of March, 1882," cannot fail to be a monument as much to the ability and skill of the Permanent Secretary and his officers as to the statesmen who are responsible to Parliament for the outcome of their combined labours.

A correspondent of the *School Board Chronicle*, Mr. J. F. Adams, clerk of the Tottenham Board, compares the receipts in a school of 200 children, under the present and the new Code. An excellent school will get under the present Code £208 8s.; under Mr. Mundella's Code £219. A fair school, however, will not do so well under the newest Code, and we give Mr. Adams's figures in proof of this statement:—

A FAIR SCHOOL UNDER THE CODE OF 1881.

	£	s.	d.
200 at 4s., General Grant	40	0	0
200 at 1s., Discipline	10	0	0
200 at 1s., Singing	10	0	0
Take 70 per cent. of passes in Reading, Writing, and Arithmetic, *i.e.*, 426 at 3s.	63	0	0
Class Subjects—			
200 passes (one subject) at 2s.	20	0	0
Specific subjects—*nil*			
One Pupil Teacher passing fairly	2	0	0
	£145	0	0

SAME SCHOOL UNDER THE NEWEST CODE.

	£	s.	d.
200 at Fixed Grant 4s. 6d.	45	0	0
200 at 1s. (Merit Grant fair)	10	0	9
200 at 6d., Singing by Ear	5	0	0
200 at 1s. (one Class subject)	10	0	0
200 at 70 per cent. of passes in Reading, Writing, and Arithmetic, *i.e.* 5s. 10d. per head	58	6	8
Specific subjects—*nil.*			
One Pupil Teacher passing fairly	2	0	0
	£130	6	8

I have taken for granted that every school will—as it should do now that education is almost universally compulsory—present a number equal to the average attendance, and I have further allowed for no deduction on account of limitation of grant to 17s. 6d. per scholar on the average attendance, because in the present state of education where a school earns an amount greater than this, a corresponding increased expenditure will have to be made by the aid of rates or school fees and voluntary contributions.—I am, Sirs, yours, &c.,

J. F. ADAMS,
Clerk of the Tottenham School Board.

The *School Guardian* thinks that town schools will not suffer, but that "the result in the case of rural schools is much more doubtful."

In judging of the merits of the Code, managers and teachers alike must ask with some anxiety what effect it will have upon the finances of a school. It is far from easy to answer this question. When rules come to be applied some very unexpected results are likely to arise; and, in the present case, in order to secure elasticity, a vast deal is left to the discretion of the individual inspector. So far as we can judge, we should say that town schools will not be placed in a worse position; but it is by no means certain that, taking all things into account, their financial condition will be improved. At present, the average attendance grant is practically 6s., and the standard examination grant, if a child passes in all three subjects, 9s. In lieu of this, we have practically an average attendance grant of 5s., and a maximum examination grant of 8s. 4d.; or 13s. 4d. against 15s. But by teaching the children to sing by note an additional 6d. will be secured; whilst the merit grant, if the school attains to the standard of fair, will turn the 12s. 4d. into 14s. 4d.; if the school is good, into 15s. 4d.; and if excellent, into 16s. 4d. The payments for class and specific subjects remain substantially as they now are. On the whole it is evident that, until we have some practical experience of what constitutes a school, "fair," "good," or "excellent," it would be premature to speak of the relative pecuniary value of the two systems. The old limitation of the grant to 17s. 6d. where the average cost of the education of each child in the school does not exceed 35s., or to one-half of such cost when it is more than that sum, still remains. The only change introduced into the payments made for class subjects is, that whereas at present a class must either succeed or fail in gaining the 2s. per child, it is provided, under the new Code, that the grant shall be at the rate of

2s. or 1s. per child, according as the results of the examination are pronounced to be "good" or "fair." This ought to be an encouragement to some poor schools, which now shrink from having their children examined in class subjects.

We think, on the whole, that, if the provisions of this Code are fairly and reasonably applied, town schools ought to gain, rather than to suffer. The result in the case of rural schools, where the population is sparse, is much more doubtful. Their success will depend upon the regularity with which they can secure the attendance of their children. The impediments which cold walks across bog or moorland or mountain sides place in the way of their success, and the insurmountable hindrances which snow or severe frost or heavy rains create, will greatly militate against a satisfactory result.

The *Morning Post* thinks Mr. Mundella's Code "is not a Code for poor schools. . . . It gives to him that hath, and sends the poor empty away."

The most obvious impression on a first examination of the Code is that it is admirably adapted to well-to-do schools. Where the population is large, and means are comparatively plentiful, and compulsion is skilfully applied, and the majority of children are sharp and intelligent boys at a premium for shops and trades, as soon as they have earned exemption from school attendance, there the Code will work well. The schools will be well staffed, well furnished, well attended, well kept, and the children will be well crammed. There, such results as Her Majesty's inspectors are to search for and record will be duly worked for and obtained. But where the surrounding conditions are unfavourable, or, as in many cases, directly adverse, it will fail. It is not a Code for poor schools; that much is clear on the most cursory perusal. The framers, with an astonishing want of discernment of the actual conditions of their problem, have ignored the patent rule that the help afforded from public money should be granted in the inverse ratio of the resources of the recipients, so that poor schools should receive more and rich schools less. The Code reverses all this. It gives to him that hath, and sends the poor empty away.

A correspondent of the *Schoolmaster* calculates that his grant, which was £102 under the present system, would have been about £97 under Mr. Mundella's Code, assuming that he would obtain the merit grant for good. We think it extremely probable that the Code will result in a general reduction of grants to the extent of five per cent.:—

Sir,—On August 8th, 1881, the Right Hon. A. J. Mundella, in his speech in the House of Commons, is reported to have said:—Now, we say, under the third clause, that grants will be so assessed that the present average rate of aid will, as far as possible, be maintained. The fair school will receive nearly the same grant, the bad school will receive a little less, and the good school a little more." I have applied, as far as possible, the new scale of grants to my school (boys), which was examined last December. The amount of grant received by the managers was £102 18s., which included £6 for literature—now lost by being placed under the head of "English"—but (as shown below) the grant under the new Code would only amount to £97 13s., thus a loss of £5 5s. would be incurred, which is certainly at variance with the quotation I have given above. If my school may be regarded as a typical one, it would appear that in order to bring "results" into harmony with the Vice President's utterances the "merit grant" ought to be 3s. for "good" and 4s. for "excellent."

Summary of grant based on "New Code" terms:—Average attendance 114, at 4s. 6d., £25 13s.; passes in reading, writing, and arithmetic reduced by operation of Art. 109e (II.) and (IV.) from 95 per cent. to 90 per cent., at 7s. 6d., £33 15s.; class subjects, 106 at 4s, £21 4s.; singing by ear, 114 at 6d., £2 17s.; infants presented, 8 at 7s., £2 16s.; merit grant, 114 at 2s., £11 8s.; total, £97 13s.

A LOSER.

P.S.—As the managers employ an assistant instead of P.T.'s, the calculation is not affected by Art. 110.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, on March 2nd, some further conversation took place concerning the ship "Shaftesbury," and the case of a boy named Alfred John Jordan was brought forward, who had been sent to this ship for two years, but who wished to work with his father, who was a carpenter and a respectable man. On the other hand it was stated that the father was quite unable to control the boy. He had been a truant, and had not passed a single standard. It was decided to refer the matter to the Industrial Schools' Committee for further consideration.

At the meeting of the Board on March 9th, a resolution, expressing indignation at the recent attempt on the life of the Queen was passed with acclamation. The discussion on "Higher Elementary Education,' which has been carried on during several sittings of the Board, was then resumed, and at its conclusion, the previous question being put, was lost by 23 against 15. The debate was again adjourned.

The case of the boy Alfred John Jordan was again brought forward, and the Industrial Schools' Committee reported upon it as follows :—

The committee have accordingly considered the case. It appears that the boy's parent was summoned by the Divisional Committee on the 27th January for non-compliance with an attendance order, and that the magistrate, Mr. Ellison, made an order, under Section 12 of the Elementary Education Act of 1876, for the removal of the boy to an industrial school, suggesting the Upton-house school as the school to which the boy should be sent. Mr. Ellison specially requested that the boy might be immediately removed. The case was accordingly brought before the Industrial Schools Committee on the 14th February. The industrial schools officer reported to the following effect :—The boy, who was thirteen years of age last August, and has not passed any standard, is a confirmed truant, and wishes to go to work. The father, who is a carpenter, states that the boy would be of great assistance to him if he were allowed to take him to his employment. There is no mother, the house being kept by a daughter. The father has been summoned on three occasions with respect to this boy, on two of which fines were imposed. The head teacher of the Hollydale-road Board school, in answer to inquiries, stated further that the boy has attended the school occasionally during the last twelve months : that he has been working in the 2nd Standard, but has not passed any examination ; that his conduct of late has been insubordinate and his language bad ; that he has frequently seen him in the streets with low companions ; and that every effort has been made to encourage the boy, but without result. The committee are of opinion that it would be of no use to send the boy to the Upton-house industrial school for three months, and they accordingly instructed their officer to suggest to the magistrate that the boy should be sent to the *Shaftesbury* training ship.

Captain Berkeley, however, stated that the opinion of the Industrial Schools Committee had been equally divided on this subject, and the recommendation was only decided upon by the casting vote of the Chairman. During the course of the discussion the members of the Board became very unruly, and Miss Taylor made a furious attack upon Mr. Heller.

Miss Taylor strongly opposed the adoption of the committee's suggestions. In the course of her speech she remarked that there were members of the Board who would use every means in their power to elude the law by a trick.

Sir U. Kay-Shuttleworth rose to order. He called attention to the words used by Miss Taylor, which he thought could not have reached the Chairman's ears.

The Chairman said the words had not reached his ears. If Miss Taylor had used the words imputed to her, he must ask her to withdraw them. (Cries of "Withdraw," "Withdraw," and disorder.)

The Chairman said he understood a member to advise Miss Taylor not to withdraw her statement. He pointed out that this was a defiance of the authority of the Chair.

Mr. J. J. Jones rose and made a remark which was rendered inaudible by cries of "Chair," "Chair."

The Chairman asked Mr. Jones to resume his seat.

Mr. Jones said he rose to order.

The Chairman said a point of order had already been raised, and he could not entertain another point of order until his ruling had been obeyed.

Mr. Bonnewell rose to speak on the point of order raised by Sir U. Kay-Shuttleworth.

The Chairman said he had already given his ruling on that point. He asked Mr. Bonnewell to resume his seat.

Mr. Bonnewell remained standing during repeated requests from the Chairman that he would resume his seat. He made several attempts to speak, but his remarks were drowned by cries of "Chair," "Chair."

The Chairman: I desire to take this opportunity of saying that when a member openly defies the Chair, I am quite prepared to take those stringent measures which the law allows, and in which public opinion will support me, and unless Mr. Bonnewell obeys the Chair, shall put those measures into force. I ask Mr. Bonnewell to take his seat.

Mr. Bonnewell then sat down.

Miss Taylor ultimately withdrew the remark objected to, but said, referring to Mr. Heller, that he was not one of those persons who eluded the law by any trick. There were such people in the world. (Oh, oh !).

Strange to say, the official majority, having burnt their fingers over the St. Paul's Industrial School scandal, and having a wholesome fear of the November elections, were not at all in force on this occasion, and the opposition easily achieved a triumph. A resolution was passed that the boy should be allowed to go to work.

Mr. E. Jones then moved:—

"That the Industrial Schools Committee be instructed to inform the magistrate that they are not prepared to name a school for Alfred John Jordan, and to request that he may be discharged with a view to his going to work as his father desires."

The amendment was carried by seventeen votes against twelve.

At the meeting of the Board on March 16th, the subject of Higher Elementary Schools was again discussed, and again adjourned. The state of tension existing between the two parties on the Board can be seen from a perusal of the following paragraph, when, by a bare majority of one, a member was forbidden to ask a disagreeable question. It seems to be believed that the officials of the Board, in their anxiety to help the late Governor of St. Paul's Industrial School to make out his case, granted him a privilege to which he had no right, not being a ratepayer, viz., of having access to documents and papers belonging to the Board.

MR. HINCHCLIFFE AND THE BOARD'S PAPERS.

Dr. Wainwright moved that Mrs. Surr's motion with respect to Mr. Hinchcliffe having access to the Board's papers should be taken as a matter of emergency.

The Chairman said the Board had already decided that the matter should not be considered as a matter of emergency.

Mr. T. L. Roberts asked leave, as a matter of emergency, to ask whether it was true that Mr. Hinchcliffe, not being a ratepayer, had been permitted to have access to documents and papers belonging to that Board.

The motion was rejected by 16 votes against 15.

Mr. Roberts moved the adjournment of the Board, and said he should speak for the utmost limit of the time allowed to him by the rules of the Board. If the Board had not the time or the inclination to devote five minutes to so important a matter as that to which his question referred, he maintained that they were not in a disposition to continue their other work. He continued to speak for some time, and was several times called to order for not confining his remarks strictly to the subject of the adjournment of the Board.

Dr. Wainwright seconded the motion for adjournment, which, on a division, was lost by 22 votes against 13.

A deputation from Stratford-on-Avon has had an interview with Mr. Mundella on a question about the size of a school the Board was ordered to build. The Board thought a school for 300 would be sufficient; the Department held that a school for 400 was required. Mr. Mundella, on this occasion, does not seem to have employed the blandness and suavity of demeanour which he used to recommend the "Proposals" to the school teachers. He appears to have treated the deputation in a very rough and discourteous manner. We give a portion of the discussion from the report in the *School Board Chronicle.*

Mr. Mundella denied that a school for 300 would supply the deficiency. He felt surprised that the Chairman and vice-chairman of Stratford School Board were not present. The deputation said they represented the majority of the ratepayers and the School Board, but he had nothing to do with minorities or majorities, but only to see that the existing deficiencies were filled up. He could not see what difference it would make whether they built for 300 or 400, and asked their reasons for objecting.

Mr. Dear said—Having been elected on the School Board through, perhaps, holding Liberal views—

Mr. Mundella: Never mind that; it has nothing to do with education.

Mr. Dear thought if a school the size proposed by the Department were built, it might tend, by undue competition, to empty the voluntary schools.

Mr. Mundella observed that his Department was not swayed by majorities or minorities on School Boards, or of ratepayers. The inspectors had simply to report after investigation as to the requirements of a district, and they did that in an impartial spirit.

Mr. Dear thought Mr. Mundella might have been influenced by the Chairman of the local School Board.

Mr. Mundella retorted that he had never seen the Chairman or had any communication with any of the Board. It was most unusual not to have the Chairman attend a deputation.

Mr. Arbuthnot said the question was whether they, as ratepayers, did not know as much about the requirements of the children locally as officials at a distance, however well primed with statistics.

Mr. Mundella, in reply, said the Department had the power to direct that schools should be built that would supply certain deficiencies, and they had done so in this case; and it was not for Mr. Arbuthnot, as representing the Church party, or Mr. Slutter, as representing the Roman Catholic party, to interpose. They were bound as a School Board to provide all accommodation, and see that it was sufficient. That was the law. Parents had a right to select the schools that would best suit them without the question of competition entering into the calculation, and without the school there was no freedom of choice. As they had got the site, the cost of enlarging the building to accommodate one hundred more children would be insignificant. It would be far more expensive if they had subsequently to enlarge the school. The Department had gone into the subject over and over again, and it was not worth the contention, and he hoped nothing more would be heard of the matter, but that they would go home and build the school at once for 400 children; and if they did not, the Department would have to send down a peremptory notice, requiring the work to be done, however painful it might be.

At a recent meeting of the Croydon Board, a discussion arose about the action of the teachers in distributing tickets to the children, supplied by a benevolent lady, for admission to a pantomime at a theatre. The Board seem to have discussed the matter with judgment and moderation, and to have arrived at a reasonable decision upon it.

THE CHILDREN AT THE PANTOMIME.

A letter was read, complaining of the attendance of the children at the pantomime. The writer was very much grieved to see some hundreds of children of the Board schools coming from the Croydon theatre. He wished to know by whose authority the tickets were distributed, and if it were with the sanction of the Board. He did not think it right for public money to be spent in sending the children to a pantomime. He considered such entertainments did a vast amount of harm.

Mr. Baynes said he had answered that the children did not attend the theatre by the authority of the Board, and that the holiday had been declined. He was obliged to admit that the tickets had been distributed through some of the masters.

A second letter stated that the writer still thought the Board were responsible for the action of the masters in a matter like this.

Mr. Baynes said he should like to say that, as far as the Board were concerned, they had nothing to do with the distribution of these tickets. But it appeared that the tickets were given by some benevolent lady of Norwood to the children, and the means of distribution were some of the teachers of the Board schools. As a large number of ratepayers objected to theatres on principle, the Board teachers, he thought, should not be the medium for distributing tickets for such places, at any rate without applying to the Board for sanction. If the Board generally felt as he did on the matter, they would decline to give permission for the teachers to be mixed up in an entertainment with regard to which there was a difference of opinion among the ratepayers. It was sufficient to know that a large number of ratepayers objected to such entertainments. It could not be contended that a pantomime was an educational agency, and the Board should not, therefore, allow the teachers to distribute tickets for such a performance, at any rate without their permission. He should like this to be made known to the masters and mistresses.

Dr. Lanchester said that had he been a teacher he should have taken every step he could to help the children to go to the pantomime. The Board ought rather to be glad to see the teachers giving evidence of so much interest in those under their care. He considered the teachers had acted perfectly properly in distributing these tickets, and thought the Board would be very unwise to interfere in the matter.

Mr. Coldwells moved, "That whenever tickets for admission to any meeting or entertainment, elsewhere than on the Board's premises, are offered to the head teachers for distribution among their scholars, they should be at liberty to accept and distribute such tickets to their scholars, but that they should be held responsible to the Board for such acceptance and distribution. That immediate notice should be sent to the Clerk of the Board whenever such tickets are accepted, with particulars, so far as they can be given, of the proposed meeting or entertainment."

The motion was carried.

The "aggrieved parent" is becoming a formidable character, and many schoolmistresses must go about in bodily fear of her irruptions. The following letter will show the great difficulty which teachers now find in enforcing discipline in their schools:—

DISCIPLINE.

The following letter from Mrs. E. M. Sampson was laid before the Board:—

"Gentlemen,—I have been informed that Mrs. Hellier, of Yondercott, has made a complaint respecting the punishment inflicted by me on her daughter Rose. I beg to lay the facts before you. I ordered her to stop in with some others to finish her lesson one morning about a fortnight ago, but instead of obeying me she ran off home. Accordingly, on her appearance next morning, I punished her by giving her one stripe on the hand and one on the back with a cane, and a lesson after school hours. I must emphatically deny Mrs. Hellier's statement that I struck her daughter on the head, and also that I punished her in such a manner as to "mark her dreadfully," as

I understand she has reported to some of the Board. In fact, the punishment was so slight that I am positive no evidence of it could be seen afterwards. I have also to ask the Board if they can offer me any protection in such a case as the following :— About three weeks ago a boy in the infant school was very troublesome, and I kept him in for about ten minutes after school to reprove him. Before, however, I had an opportunity to speak to him his mother, Mrs. Webber, living in Clay-lane, walked into the school and took him away, at the same time abusing me in a most outrageous manner. At the time I told her I should inform the Board of her behaviour, and I now do so, confident that you will uphold me in the discharge of my duties. On comparing this case with Mrs. Hellier's, it will be seen that parents object to both caning and keeping in. What punishment, then, is to be permitted ?"

Mr. Venn thought if the teachers had no power to enforce punishment they would lose all control over the children, and it was the duty of the Board to uphold Mrs. Sampson in the action she had taken. In reference to the second case he thought the mother had no right to go into the school.

It was resolved that the clerk should write to the mothers to that effect.

The Margate School Board do not find the enforcement of compulsory education at all an easy matter. There is a conflict of authorities; the magistrates do not see things quite in the same way as the School Board. The following paragraph refers to this matter :—

ENFORCING THE PENALTY.

In answer to Mr. Coleman, the Attendance Officer said he had not taken any proceedings before the magistrates lately, as it was little use doing so unless the fines were recoverable ; many, too, complained of the raised fees ; the Guardians had been very liberal, and paid the school fees during the past year for about sixty children ; besides that the children were not sent home from the Board school when the fees were not paid, and consequently very many were in arrears.

The Chairman : Very many won't go to school at all.

Mr. Hodges : And if they go one day in the week only, the fees for the whole week have to be paid, so that the ratepayers are taxed without any object being attained.

Mr. Coleman said he wanted to know how many did not go at all.

Mr. Cain said very few were as bad as that.

Mr. Leetham asked if the irregularities did not occur as much among those who were paid for, as amongst others ?

Mr. Cain said they did. About five persons had been summoned. It was practically useless to summon people.

Mr. Coleman said they were not overtaking the work, and he saw that that Board was in the same difficulty as the London Board, and the Margate magistrates acted in the same way as the London magistrates, and after a fine had been inflicted no steps were taken to enforce it. If a man got drunk he was got rid of for a time if he did not pay his fine, and the magistrates had the same power in both cases, but the magistrates would not proceed, and the people knew it, and not caring for the degradation of being simply summoned, they did not care for the Board or the magistrates. A drunken pest was sent to prison, but nothing was done to prevent the increase of these non-attendants at school who would ultimately become the pests of society.

The Chairman said they were in the dignified position of a dog that could bark but could not bite, and people got used to it.

The Clerk said they could not commit a person until after they had issued a distress warrant.

Mr. Bloxham said the penal clauses were purposely made vague and uncertain, and it was never meant to be an Act to punish the people, but rather to be a beneficent Act for their good. The magistrates had shown a wise discretion in refusing to enforce the fines, for there would be no use in putting them in force, and there had been no results from their prosecutions.

The Chairman said Mr. Bloxham was entirely mistaken as to the object of the Act, which was the education of poor children, and if that could only be done by means of coercion, then they must use coercion ; it was not the parents, but the children whom they had to consider. It was their duty to see that every child old enough to go to school, went to school.

Mr. Bloxham said that the prosecutions had produced no results, while the missionary efforts of the attendance officer had increased the attendances by 1,000.

Mr. Hodges said that if their powers had failed to reach the very worst cases, it was because the law was not strong enough to do so; but the prosecutions had decidedly been of some use, as they had induced many persons who did consider the disgrace of being summoned, to send their children to school. Parents should be made to respect that law, especially when they considered that it was for the benefit of the children.

Mr. Coleman said the prosecutions had undoubtedly had good effects upon many. The difficulty was to reach some of the worst cases, and he should like to see the law made strong enough to do so; not that they would want to use it, but people would know that they could if they wished.

The Walton-on-Thames Board has come to a resolution not to admit reporters. The Board find the same fault with the reporters that the late Emperor Napoleon found with the parliamentary reporters of the Corps Legislatif. His Imperial Majesty furnished the papers with an official report, and they were obliged to publish that or none; but the Walton Board does not seem to desire a report at all.

THE ADMISSION OF REPORTERS.

Mr. Bevan moved, "That by reason of the ill effect of the action and work of the Board, the reporters of the press be no longer admitted to the Board meetings." He had not the slightest objection to any of the proceedings being reported, but they were reported as those of no other Board were. Undue prominence was given to any incidents arising in conversation likely to excite or tickle the public fancy. They met there not to provide amusement for the people who read the papers, but to carry out the serious business of education, and this should be done in a dignified way, and not so as to hold them up to ridicule. He might add that sometimes he had found details given in one of the papers when no reporter was present, and he was led to believe that they had been furnished by one of the members.

Mr. Harris: I don't keep that a secret. I have reported the proceedings, and I think that our constituents should know what is brought forward at this Board.

The Vicar seconded the motion. He considered the reports in one paper were not merely detrimental to the best interests of our schools, but brought the board into utter contempt in the parish.

Mr. Harris said he would move as an amendment, "That this Board acknowledge that the ratepayers who are their constituents have a right to be informed of the work their representatives are performing, and are not afraid of its proceedings being reported." He said if the original motion were carried, he should send a report of every meeting to the paper referred to.

The original motion was then carried by four votes against three.

THE CODE RELATING TO ANNUAL GRANTS.

WE feel sure that each one of our readers will see the advisability of procuring a complete copy of the Code, which is too lengthy to insert in the limited space at our disposal. We think, however, that the part of it relating to annual grants might with advantage be reprinted in our paper, as the chief interest centres in this particular portion.

Date at which Grant becomes due and is paid.—Payment of Instalments.

102. The annual grant becomes due at the end of the school year, and is paid as soon as may be after the inspection, but an instalment of the grant may be paid—

(*a*) when owing to a change in the month of inspection the inspector's visit is postponed for three months or upwards;

(*b*) when from an epidemic or other unavoidable cause the inspection cannot be held within three months from the grant becoming due.

Subjects and Amounts of Grants.

103. The annual grant is made up of the several grants which, with their amounts, are enumerated in the following articles.

104. Except where it is specially provided otherwise, the sum mentioned is the amount of a year's grant for each unit of average attendance.

105. If the grant is paid for a period other than a year, the total grant is increased or diminished by one-twelfth for each month more or less than a year.

DAY SCHOOLS.

INFANT SCHOOLS OR CLASSES.

106. The grants to infant schools or classes are as follows :—

Fixed Grant to Infant Schools.

(*a*) *A fixed grant* amounting—

(i) to 9s. if the infants are taught as a separate department, under a certificated teacher of their own, in a room properly constructed and furnished for their instruction :

Infant Classes.

(ii) to 7s., if the infants are taught as a class of a school, suitably to their age, and so as not to interfere with the instruction of the older children.

Merit Grant.

(*b*) *A merit grant* of 2s., 4s., or 6s., if the inspector reports the school or class to be fair, good, or excellent, allowing for the special circumstances of the case, and having regard to the provisions made for (1) suitable instruction in the elementary subjects, (2) simple lessons on objects and on the phenomena of nature and of common life, and (3) appropriate and varied occupations.

No merit grant is made unless the report on the instruction in elementary subjects is satisfactory.

Needlework Grant.

(*c*) *A grant for needlework* of 1s., if the scholars are satisfactorily taught needlework according to the third schedule.

N.B.—This grant is calculated on the average attendance of girls only, unless the boys are taught needlework.

Singing Grant.

(*d*) *A grant for singing* amounting (i) to 1s., if the scholars are satisfactorily taught to sing *by note, i.e.*, by the standard or any other recognised notation ; (ii) to 6d., if they are satisfactorily taught to sing *by ear.*

Examination of Infant Schools or Classes.

107. The following rules are to be observed in the examination of infant schools or classes :—

(*a*) All scholars whose names are on the register must be present at the inspection, unless there is a reasonable excuse for their absence.

(*b*) All scholars, whose names have at the end of the school year been on the registers for the last twenty-two weeks that the school has been open, must be presented to the inspector for examination.

(*c*) Scholars over seven years old must, as a rule, be examined in Standard I.

(*d*) No scholars may be examined in any standard above the first, except with the special sanction of the Department. A list of such scholars, with an explanation of the reasons for retaining them in the infant school or class, must be submitted to the inspector.

Teachers required for Infant Schools or Classes.

108. No grant is made to an infant class with an average attendance of more than sixty, unless it is taught by a certificated teacher ; nor to an infant class with an average attendance of more than forty, unless it is taught by a teacher over eighteen years of age, approved by the inspector.

SCHOOLS OR CLASSES FOR OLDER SCHOLARS.

109. The grants to schools or classes for older scholars are as follows :—

Fixed Grant.

(*a*) *A fixed grant* amounting to 4s. 6d.

Merit Grant.

(*b*) *A merit grant* amounting to 1s., 2s., or 3s., if the inspector, allowing for the special circumstances of the case, reports the school to be fair, good, or excellent, in respect of (1) the organisation and discipline ; (2) the intelligence

employed in instruction; and (3) the general quality of the work, especially in the elementary subjects.

Needlework Grant.

(*c*) *A grant for needlework* amounting to 1s., if the girls are satisfactorily taught needlework according to the schedule.

N.B.—This grant is calculated on the average attendance of girls only.

Singing Grant.

(*d*) *A grant for singing* amounting (i) to 1s., if the scholars are satisfactorily taught to sing *by note*, i.e. by the standard or any other recognised notation; or (ii) to 6d., if they are satisfactorily taught to sing *by ear*.

Grants on Examination.—1. *In Elementary Subjects.*

(*e*) *A grant on examination in the elementary subjects*, determined by the percentage of passes in the examination at the rate of 1d. for every unit of percentage.

Rules of Examination.

(i) All scholars whose names are on the registers of the school must be present at the inspection, unless there is a reasonable excuse for their absence.

(ii) All such scholars whose names have, at the end of the school year, been on the registers for the last twenty-two weeks that the school has been open, must be presented to the inspector for examination.

(iii) All scholars so presented must be examined in the three elementary subjects according to one of the standards set forth in Schedule 1, unless the managers satisfy the inspector that there is a reasonable excuse for withholding them from the examination.

(iv) The percentage of passes will be determined by the ratio of the passes actually made to those that might have been made by all scholars liable to examination who are either examined or are absent or withheld from the examination without reasonable excuse.

(v) Every scholar should be presented in a standard higher than the highest in which he has before been presented, whether in his present or any former school. All exceptions should be specially notified and explained in writing to the inspector, who will have regard to the number and character of such exceptions in assessing the merit grant, or in recommending, if necessary, a reduction of the grant.

2. *In Class Subjects.*

(*f*) *A grant on examination in class subjects*, amounting to 1s. or 2s. for each subject, if the inspector's report on the examination is fair or good.

Rules of Examination.

(i) The recognised class subjects are—

1. English. 2. Geography. 3. Elementary Science. 4. History.
5. Needlework for girls in mixed Schools (according to Schedule 3).

(ii) For the purpose of examination in class subjects a school is considered as made up of two divisions.

(iii) The lower division must contain the scholars presented for examination in the elementary subjects in the standards below the fourth, and the upper division those in the standards above the fourth. The managers may place in either division the scholars in Standard IV.

(iv) No more than two class subjects, one of which must always be English, may be taken by either division. The same number of class subjects must be taken throughout the school.

(v) If two class subjects are taken, the second must be, in the lower division, either geography or elementary science; in the upper division, geography, elementary science, or history. If the scholars in Standard IV. are placed in the upper division, that division will be limited in the same manner as the lower division.

(vi) The girls in a mixed school may take needlework as a second class subject in either division; but in this case the school cannot receive the grant of 1s. under Article 109 (*c*).

(vii) If the girls in a mixed school take needlework, and the boys another subject, the grant may be paid on the average attendance of boys and girls separately.

(viii) All scholars who are required to be presented for examination in the elementary subjects must be presented for examination in any class subjects that are taken, unless there is a reasonable excuse for their being absent or withheld from the examination.

(ix) The scholars examined in the class subjects are examined in the classes in which they are taught.

(x) The examination is, as a rule, oral in the lower division.

(xi) The examination of the scholars varies according to their standards. The work for each standard is set forth in Schedule 2.

3. *In Specific Subjects.*

(*g*) *A grant on the examination of individual scholars in specific subjects,* amounting to 4s. for each scholar passing in any subject.

N.B.—This grant is not calculated on the average attendance.

Rules of Examination.

(i) The specific subjects which may be taken are those enumerated in Schedule 4.

(ii) No scholar may be presented for examination in more than two specific subjects.

(iii) No scholar may be presented for examination in any specific subject, for the teaching of which provision is not made in the time-table of the school.

(iv) No scholar may be presented for examination in any specific subject who is not also presented for examination in elementary subjects in Standard V., VI., or VII.

(v) No scholar may be presented for examination in any specific subject in which he has been examined within the preceding school year by the Department of Science and Art.

(vi) The examination in specific subjects followed the stages set forth in Schedule 4. As a rule, no scholar, after being examined in one subject, may change it for another before passing in all the stages of the first.

(vii) Every scholar should be presented in a stage higher than the highest in which he has before been presented, whether in his present or in any former school. All exceptions should be specially notified and explained in writing to the inspector.

(viii) No scholars may be presented for examination in specific subjects in any school in which, *at the last preceding inspection,* the per-centage of passes in the elementary subjects was less than 70.

(ix) In schools in which the Inspector reports that special and appropriate provision is made for the practical teaching of cookery, a grant of 4s. is made on account of any girl over twelve years of age, who has attended not less than forty hours during the school year at the cookery class, and is presented for examination in the elementary subjects *in any standard.*

SPECIAL GRANTS TO DAY SCHOOLS.

Pupil-teacher Grant.

110. A grant of 40s. [or 60s.] is made in respect of each pupil-teacher required to make up the minimum staff of the school who passes a fair [or good] examination at the end of the school year.

Grants to Schools for Small Populations.

111. Where the population of the school district in which any public elementary school is situate, or the population within two miles measured according to the nearest road from the school, is less than 300, and there is no other public elementary school recognised by the Department, as available for that district or that population, as the case may be, the Department have power, on the recommendation of the Inspector, and after considering the circumstances of the case, to make a special grant, in addition to the ordinary grants, amounting, if the said population exceeds 200, to £10, and if it does not exceed 200, to £15.

Payment of Fees.

112. A special grant is made, sufficient to pay the school fees for the year, of scholars who hold honour certificates obtained before the 1st of January, 1882.

N.B.—The grants under the last three articles are not calculated on the average attendance.

EVENING SCHOOLS.

113. The grants to evening schools are as follows :—

Fixed Grant.

(a) A fixed grant amounting—

(i) to 4s., if the school has met not less than 45 nor more than 60 times since the last examination ;

(ii) to 6s., if the school has met more than 60 times since the last examination.

Examination Grant.

(b) A grant on the examination of individual scholars in any of the elementary or additional (i.e., *class or specific*) *subjects* amounting to 2s. for each scholar passing in each subject.

N.B.—This grant is not calculated on the average attendance.

Rules of Examination.

(i) No scholar may be presented for examination who has not attended the school for at least eight weeks since the last examination.

(ii) No scholar may be presented for examination in a standard lower than the third.

(iii) No scholar may be presented for examination in any subject for the teaching of which provision is not made in the time-table of the school.

(iv) No scholar may be presented for examination in the additional subjects alone.

(v) No scholar may be presented for examination in more than two of the additional subjects.

(vi) No scholar may be presented for examination in any subject in which he has been examined within a year by the Department of Science and Art.

(vii) Scholars presented for examination in the 3rd or 4th Standard, if they take one additional subject must take English, if they take two the second subject must be either geography or elementary science.

(viii) Scholars presented in the 5th or any higher Standard are unrestricted in their choice of additional subjects.

(ix) Every scholar should be presented in a standard or stage of a specific subject higher than the highest in which he has before been presented, whether in his present or in any former school. All exceptions should be specially notified and explained in writing to the inspector, who may recommend a reduction of the grant if he considers such exceptions to be unwarranted.

Limitation to Amount of Grant (*Elementary Education Act*, 1876, *secs.* 18 *and* 19 (1) *and* (3)).

114. The annual grant, exclusive of any special grant made under Article 111 or 112, may not exceed the greater of the two sums named below, viz.:—

(a) A sum equal to 17s. 6d. for each unit of average attendance.

(b) The total income of the school from all sources whatever other than the grant and from any special grant made under article 112 (*see* Elementary Education Act, 1876, secs. 18 and 19).

Reduction of Grant.

115. The annual grant, exclusive of any special grant under Article 112, may be reduced—

First—by not more than one half, upon the Inspector's report, for faults of discipline, instruction, or registration on the part of the teacher, or (after six months' notice) for failure on the part of the managers to remedy any such defect in the premises as seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector, at a visit without notice, not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

The grant may be reduced under this Article in the case provided for by Article 98, if the Department consider that the circumstances do not call for an entire withdrawal of the grant.

Secondly—By 10s. for every unit of average attendance above the number for which the school staff is sufficient (Article 83).

If the excess of average attendance has arisen since the last settlement of the school staff (Article 82), the grant will not be reduced under this Article.

The National Schoolmaster.

SUMMARY.

THIS year the usual Easter Conference of the National Union of Elementary Teachers was held at Sheffield. We give a condensed report of the proceedings in another part of our paper. We have commented in a separate article upon the growing demoralization of the leaders of the Union, produced by the bribe which Mr. Mundella has held out to them of becoming inspectors. A somewhat curious result has been produced thereby, for while Mr. Mundella himself has been styled "illustrious," and has had paragraphs of glowing eulogy devoted to him, his Code is admitted to be a worse Code than the one that preceded it, if it is not fairly administered. By stating this, Mr. Heller has confirmed what has been already pointed out in these columns, that Mr. Mundella's Code places teachers altogether at the mercy of the inspectors. The report of the Executive Committee contains a singular statement, that Mr. Mundella's sketch of a Pension Fund to be partly supported by the Government, probably referred to the Teachers' Provident Society. The miserable collapse of this institution is sufficiently demonstrated by the fact that during last year only 27 members were admitted. Twenty-seven, out of a constituency of over thirty thousand! The Vice-President's words were as plain as language could make them, and he advised the formation of a Pension Fund, to which the Government should be a contributor, and which should be compulsorily supported by all teachers. But now that Mr. Mundella has discovered that such a scheme is not at all to the mind of the leaders of the Union, it is no wonder that an attempt should be made to evacuate the force of his statement. The Union leaders are fearful that on the completion of such a scheme, it should be discovered that Othello's occupation is gone; and also that the payment of an annual sum to the Pension Fund might render many teachers unable or unwilling to subscribe to the expenses of the Union.

On March 27th Lord G. Hamilton asked the Vice-President whether he could give any estimate as to what the rate of grant paid per average atendance would be under the New Code, and whether he thought it would exceed or be less than the sixteen shillings estimated by the Education Office to be the sum earned this year under the present Code. The following is the right hon. gentleman's reply:—

The net earnings for 1880-81, ending the 31st of August last, were 15s. 8¼d. per day scholar in average attendance. Up to the close of the present financial year the grant will average 15s. 10d. per scholar, and in preparing the estimates for 1882-83, we have calculated for a further increase of 2d. per head, raising the grant to 16s. We have examined more than 200 schools of every description simultaneously under the New and the existing Codes, and it gave a result of about 2d. per head in favour of the schools examined under the New Code; but as the New Code is based on average attendance, it is quite possible that the ratio of average attendance to the number on the books may be considerably increased. This will, no doubt, be the case if managers are better supported by School Boards, School Attendance Committees, and the magistrates. In that event the attainments of the children and the amount of the grants will be proportionately increased. As the noble lord is aware, increased encouragement is given under the New Code for better teaching in infant schools and night schools.

The following answer, given to a question put on April 3rd, refers to the subject of Phonetic reading.

Mr. Mundella, in reply to Mr. Healy, said that three or four years ago several School Boards petitioned in favour of a phonetic course of teaching children to read, and that the London School Board was allowed to try the experiment, but, not having been found successful, it was discontinued. He had the report of two of H.M. Inspectors on that experiment, and the hon. member could see it if he liked.

Monday, April 3rd, was a night in Parliament the greater part of which was given up to the discussion of educational matters. Lord Sandon, Lord G. Hamilton, Sir J. Lubbock, Mr. L. Stanley, and Mr. Mundella were among the speakers. Mr. L. Stanley made an attack on the Training Colleges.

He also complained that the entrance to the profession of elementary teacher was almost in the hands of training colleges, which were almost invariably irresponsible in management, and almost sectarian in teaching. In his judgment an undenominational system of training colleges was the best. One of the saddest instances of the baneful operation of the denominational system was the violation of the conscience. He had known cases of pupil teachers who, although brought up as Nonconformists, had been confirmed and baptised in order to obtain admission into Church training colleges. The London training colleges, taking them all round, stood conspicuous for excellence, as compared with those in the provinces, irrespective of the denominations to which they belonged. Yorkshire was ill supplied with training colleges. For the whole of that great county there were only two of those institutions, one at York for masters, and the other at Ripon for mistresses. The results were so bad that the York college was actually at the bottom of the list.

At the Annual Meeting of the York Diocesan Education Society, the Archbishop emphatically repudiated this statement, remarking that York Training College was the eighth in a list of eighteen. Mr. Mundella, in his reply, defended the present system by which the training colleges are administered.

With regard to the proposal made by the hon. member for Oldham (Mr. Lyulph Stanley), they could never have succeeded so well in enforcing compulsion if they had

not enlisted all the forces at their command. There were two millions of children in Church schools, and because the Church was willing to pay £500,000 or £600,000 a year to give these children definite religious instruction in the principles of the Church, how was it possible to give them definite religious instruction unless teachers were trained in a way to enable them to give that particular kind of instruction? He wanted to know how there was to be compulsory education in England unless denominations were to be allowed to teach their own principles in their own schools. It was true there was a conscience clause in the day school, and they were asked why there should not be one in the training colleges and universities. But a day school and a training college were not on all-fours. In a training college it was not possible to separate the various religious faiths. He desired undenominational training, but if his hon. friend insisted on Government breaking down the educational system in these training colleges, then they must first break down the act of parliament and change the system in the day schools. It must not be lost sight of that teachers were composed of all denominations. Why, then, was the case so unfair as his hon. friend seemed to think it? He should further be very glad if he saw his way to establishing training colleges in London, which he thought would meet the whole case. The Church and other training colleges would do well to give the conscience clause to day students. If this could be done inside, he did not see why it should not be done outside the existing colleges, as the hon. member seemed to wish. He for one should resent as strongly as the hon. member any violation of the conscience of a pupil teacher. He would do his best to see that every pupil teacher who desired a nomination for training should have it, but he could not be a party to any attempt to do away with existing religious teaching.

The right hon. gentleman next introduced the Education Estimates, which this year amount to £2,749,000. The following is a summary of his statement:—

Mr. Mundella next introduced the Education Estimates. The sum required for the ensuing year for educational purposes in England and Wales was £2,749,863, as compared with £2,683,958 granted for 1881-2. This showed an apparent increase for 1882-3 of £65,595, or £82,086 less than the estimated increase of the previous year, but the real increase on the expenditure of last year was £111,500. The estimate for 1881-2 was £45,500 in excess of the sum actually required for the service of last year The true difference between the two years, therefore, was an increase in 1882-3, of £65,905, as shown in the estimates, being £45,500 plus the savings for 1881-2, making a total increase of £111,500. Almost the whole of that increase occurred under the head of annual grants for day and evening schools, now amounting to £2,450,583. That was accounted for by an anticipated increase of about 140,000 children on the average attendance at day schools, and by a rise of from 15s. 8½d. to 16s. on the estimated amount per head for the day scholars. The expenditure in 1881-2 was as follows:— The sum granted was £2,683,915, and the expenditure was £2,613,500, the saving occurring almost entirely in the grants for day and evening schools. There had been a decrease in the attendance at the night schools, but on the whole there had not since the passing of the Act of 1870 been more satisfactory evidence of solid progress in education than in the past year. The bye-laws were beginning to tell on the quality as well as the quantity of the education given in the schools. The number of children that were leaving the schools for labour might, taking last year, be reckoned at about 7,000 per week, while the number entering weekly was about 10,000. That excess had been going on from year to year during the last ten years. The increase last year in the number of scholars on the rolls was 150,000, and there was anticipated for next year an increase of not less than 140,000 whilst the normal increase, owing to the growth of the population, was 50,000. The figures showed a decline of dunces or neglected children, and an advance in the number of children of intelligence. The total number of children presented in all the standards in 1872 was 318,934, and of these 14,000 were presented in Standard I. In 1881 1,011,208 children were presented over ten years of age, and of those only 5·8 per cent. were presented in Standard I. The school places were 4,389,000, being an increase of 159,000, but the average attendance was only 2,863,000. The cost per scholar in Board schools averaged £2 1s. 6d., being a decrease of fivepence three

farthings; in voluntary schools, £1 14s. 10¼d., being a decrease of twopence halfpenny; but in the London Board Schools it was £2 15s. 10½d., being a reduction of nearly 2s. per head, and in the provincial Board Schools it was £1 17s. 1d. There was thus still great scope for improvement, and the great disparity between the accommodation provided for scholars and the average attendance showed enormous waste; and he would do all he could to get the empty places filled. He assured the Committee that no document had ever received greater consideration than the Code, and he concluded by moving that the sum of £2,195,863 be granted to complete the sum necessary to defray the charge to 31st March, 1883, for purposes of education in England and Wales, including the expenses of the Departmental Office in London.

The vote was, after some conversation, agreed to.

By the death of Mr. Charles Darwin, on Wednesday, April 17th, Europe has lost the greatest scientific writer and thinker of the century. The French and German newspapers are unanimous in their recognition of his greatness. The *France* observes: "Darwin deserves not only a place by the side of Leibnitz, Bacon, or Descartes, but is worthy to rank with Homer and Virgil." It appears that on the first issue of his famous book on the "Origin of Species," the Roman Catholic authorities placed it upon the "Index Expurgatorius," but that some years ago it was removed from that list of heretical publications.

Occasionally one sees the melancholy effect of Mr. Mundella's percentage system in the suicide of a schoolmistress. "The anxiety of the November examination had told upon her, and she had been worrying ever since as to the result of the next one." This state of nervous trepidation will be increased under the new Code, which delivers teachers, bound hand and foot, to the tender mercies of the Inspectors. We cut the report of the case from the *School Guardian* for April 15th:—

Mr. Payne held an inquest, last week, relative to the death of a schoolmistress, Emma Martin, aged 29, residing at St. Mary's Infants' Schoolhouse, Clarence Street, Old Kent Road.—Walter Martin deposed that the deceased was his sister. She was a single woman, and had been mistress of the St. Mary's Infants' Schools for the past five years. She had been in a very nervous condition ever since the death of her mother, some time since, while deceased was on a visit in Rutlandshire; and, from that time, she seemed unable to stand worry. The school the deceased was mistress of was a voluntary school; but, owing to financial difficulties and school board competition, the boys' school had been discontinued, and she laboured under a continual dread that her own school would have been closed too, especially as, since the last examination in November, the number of scholars had very much decreased. The anxiety of the November examination had told upon her, and she had been worrying ever since as to the result of the next one. The depression was most apparent on Sunday last. She got late for church and became excited, while during dinner-time her manner became so altered that scarcely a word could be got from her. In the afternoon she retired to her room as if to lie down; and at tea-time witness went to call her, when, to his surprise, he found the door locked from the inside. Getting no response to his calls, he forced the door, when, to his horror, he discovered her hanging from a clothes' rail in a recess in her room, and quite dead.—By the Coroner: The deceased was engaged, but he (witness) knew nothing against her moral character to account for self-destruction. She had several times threatened to commit suicide, but no particular notice was taken at the time.—After other evidence, which was strongly in favour of the moral character of the young woman, the jury returned a verdict of "Suicide by hanging during temporary insanity."

REVIEWS.

P. Vergilii Maronis Æneidos, Liber Sextus. Edited by Leonhard Schmitz LL.D. London and Glasgow: W. Collins, Sons, and Co.

We have here the text of the sixth book of the Æneid, clearly printed with numbered lines, with a set of admirable explanatory notes by Dr. Schmitz. These notes occupy about the half of each page, and constitute the distinctive element of value in the work.

A Short and Simple History of England, by the Rev. J. B. Johns. New Edition. Enlarged and corrected. London: Crosby, Lockwood, and Co.

The history of our country is told, in this little book, in simple language. A short account is given of each reign, and the narrative is brought down to the taking of the Census last year. It is a good book to place in a child's hands, and would make a useful historical reading book.

English History Home Lesson Books, Part IV. London: National Society's Depository.

These little books are drawn up to be used with the English History Reading Books, published by the same Society. They contain digests of the chapters in the Reading Books, composed in very clear and simple language, which it is intended that the scholars should commit to memory as part of their Home Lessons. The book is rendered more attractive by a large number of poetical extracts, relating to the different subjects.

Childe Harold, by Lord Byron, Canto IV., with Biographical Sketch and Explantory Notes. W. Collins, Sons, and Co.

The whole of the fourth Canto is not given here as that would be of inordinate length, so the Stanzas between 48 and 140 are omitted. At the end of the book 14 pages of sensible explanatory notes are given, and two pages of the derivations of the chief words employed. A short life of Lord Byron is prefixed to the work, and an introduction containing an account of the composition of Childe Harold.

Arabian Nights' Entertainment. With Illustrations. People's Edition. Ward, Lock, and Tyler.

Longfellow's Poems. Illustrated. People's Edition. Ward, Lock, and Tyler.

One would have thought from the many cheap books already issued, that the force of cheapness could no farther go; but in the sixpenny series of works now being issued by many publishers, a greater amount of value is being given for that useful coin, than it obtained at any previous time. We have here, for instance, what we should imagine to be the full text of the "Arabian Nights' Entertainment," in 64 large quarto pages, with three columns of type on each page. Nearly every page, too, is illustrated, and the illustrations are by such well-known artists as J. E. Millais, J. Tenniel, J. D. Watson, &c. The covers are formed of coloured paper of the same kind as the leaves, and if these were carefully taken off, pasted on calico, and the whole re-stitched, an interesting book, which would last a child its lifetime, would be gained for the small sum of sixpence. To country readers, who rarely have the opportunity of examining specimens of these works, such a description as we have given of this book may be of use, and we think if they order it, and are not satisfied with it, they will be indeed hard to please. We should imagine it would require a sale of millions to afford any profit to the enterprising publishers.

Longfellow's poems consists of 64 large quarto pages, with three columns on each page. The engravings are admirable, and the type is beautifully clear. The complete works of Longfellow are here given, excepting, of course his translation of the writings of Dante.

Grammar for the Million, in Ten Lessons. Manchester and London: John Heywood.

THIS little work is based upon Cobbett's Grammar, which is here reproduced in a modern form, in a suitable manner for class teaching or home use in study. Cobbett's Grammar is well known as one of the best Grammars of the language ever written; but the original work is disfigured by attacks on the Prince Regent, and allusions to the politics of the day, that are calculated to distract the attention of the student.

Reading Book. Third Standard (Granville Series.) Burns and Oates.

WE have no hesitation in expressing our high appreciation of this work as a book for teaching reading. It is a book of which we may say that children *will* read it, every page of it, and they will be all the better for reading it. The pictures are wonderfully good and attractive. The reading matter is always interesting, and of that peculiar kind of interest which we may term child-like, but not childish. There is no silly nonsense; no conscious stooping-down to the child's level from what is really a higher position, but all is simple and natural and sensible.

Standard Mental Arithmetic, by A. J. Clarkson. London: W. Collins, Sons, and Co.

THIS is a Manual of Mental Arithmetic, arranged in parts corresponding to the different standards. It is sensibly and judiciously drawn up, and we quite agree with the statement in the preface that the problems "will accustom the pupils to deal rationally with numbers, and thus tend greatly to render the study of arithmetic a reality." There is no doubt that a book of this kind, judiciously employed, will do a great deal to sharpen the wits of children, and make them understand the reasons of the different rules of arithmetic. An accompanying little book, strongly bound in limp cloth, gives the answers to the examples.

Notabilia of Geography. By Walter Blanchard, A.C.P. London: T. Morby.

THIS book consists of geographical tables, which we have no doubt Mr. Blanchard has found useful in his own teaching. We fail to see, however, what use it can be to others, except to those who are simply cramming into their heads a mass of undigested facts for examination. Mr. Blanchard has arranged his facts with skill and convenience; but there is something to us greatly repulsive in long and dreary columns of capes and islands, and mountains and rivers. We had rather see some flesh on these dry bones. At the end of the book there is a very good and remarkably complete set of geographical definitions.

The Standard Grammar. By J. M. D. Meiklejohn, M.A. W. and R. Chambers, London and Edinburgh.

THIS is an *original* grammar, that is to say original in its mode of stating and explaining the science of language. We do not know that Professor Meiklejohn breaks away from the usual grammatical classification; he certainly is not so foolish as to invent a new terminology; but he dresses the old framework out in newer and more attractive fittings. For instance, in his explanation of verbs, he says:—

"Let us take two sentences,
(1) The horse gallops.
(2) The huntsman chases the fox.
The word *gallops* tells us something about the *horse*, and is therefore a TELLING-WORD, or VERB. The word *chases* tells us something about the *huntsman*, and is also a TELLING-WORD, or VERB."

In the same way, he goes on to show the difference between transitive and intransitive verbs. Professor Meiklejohn spares no pains to open out thoroughly the science of Grammar, and gives very numerous exercises. The latter part of this work contains a very complete explanation of the analysis of sentences. We ought to add that this work which is here in a complete form is also issued in four separate parts, adapted for Standards II, III, IV, and V.

Elementary Physiography, by Andrew Findlater, M.A. W. and R. Chambers.

Dr. Findlater has the rare art of explaining difficult matters in very clear and simple language, and so the reading of this book will be to a student possessing a genuine thirst for knowledge a work of delight. The subjects treated are "Differences in Matter produced by Gravitation, Cohesion, and Chemical Affinity, Energy, Magnetism and Electricity, Heat, Chemical Action, Crust of the Earth, Internal Heat of the Globe, The Sea, The Atmosphere, Atmospheric and Terrestial Electricity, Changes undergone by the Earth's Surface in past ages." A Syllabus of the Elementary Course of Physiography, according to the South Kensington Science Department, is given at the end of the work, and the Examination Papers in 1877 and 1880.

A Manual of Scripture History for use in Jewish Schools and families. By L. B. Abrahams, B.A. London: Trübner and Co.

This book has been drawn up as a manual of Scripture History for use in Jewish schools. The manuscript has been revised by the Rev. the Chief Rabbi and the Rev. Dr. Hermann Adler. We cannot therefore expect to find any Christian teaching in it, any allusion to the Messiah in type or prophecy. But, we are told, that "the very words of the English version have been frequently introduced, so that they may prove a link between this volume and the Bible itself." We may take this, perhaps, as a testimony from Jewish sources of the substantial accuracy of King James' version of the Old Testament, which is now in course of revision. We fail to see any notable difference between this manual and other manuals of Scripture history, except that no reference to the Messiah is admitted in type or prophecy. The ten commandments are spoken of as forming the basis "not only of Judaism, but of every civilised form of religion." A very interesting Appendix is given of "The Jewish year—its Festivals and Fasts." The work is drawn up with great ability, and is admirably suited for the purpose for which it was compiled. We extract the following paragraph from it, on the Psalms of David :—

"The Psalms of David.—David was not only a brave warrior, an intrepid leader, and a devoted friend, he was also the most inspired of poets. The outpourings of his genius are found in that section of Holy Writ, called 'Psalms,' consisting of 150 poetical compositions of various length. They were not all written by David, some having been composed as late as the Captivity. They are filled with some of the finest imagery that the human mind has ever conceived. They glow with gratitude to God for His abundant favours; they are instinct with praise and prayer with devotional fervour such as rarely moves the heart of man. Now they rise in exultation at the achievement of victory, spiritual or material; now they wail of the human soul sunk in misery, bitterness, and gloom. Some were written for special occasions, to mark certain events which touched the history of the nation, or affected the private life of the singer; others are the outpourings of the soul for God's goodness and favour to all mankind. The Jews have always held the Psalms in peculiar veneration and love. They are recited on all occasions of rejoicing or sorrow, and form no small part of the synagogue ritual."

Collins's Round-hand Writers. W. Collins, Sons, & Co.

We have here a set of ten Copybooks, and two Exercise Books. Of the ten copybooks we can speak in the highest praise; they give every legitimate help, and they are not overladen and disfigured with helps. The paper is white and good; the copies are perfect; the size of the copybook is convenient. The compiler wisely introduces simple words, as soon as the pupils have learnt to form the letters of which they are composed. And so, as soon as the scholar has learnt how to make a "t," there are exercises in simple words in which that letter is found. The capitals are introduced in an ingenious manner, by placing them at the head of copies containing words beginning with the corresponding small letter. Thus, "D, debt, decoy, demure, Dublin." The next two books of the series give a fuller set of exercises on the capitals in text-hand, and these exercises, interspersed with copies of figures, and examples in double small-hand, are continued in books seven and eight. We are glad to see that the transition from text to small-hand is very gradual in this series. It generally comes with a sudden descent, and has the effect of cramping the hand of the young writer. Books nine and ten of this series are very valuable, and we think the compiler is amply justified in giving no copies of small hand, which are not enclosed by a double line. The advantage of this is that children inclined to write a microscopic hand are checked in that faulty tendency. We think that "Book A; Blank,

Ruled for Dictation," should have had printed on the covers some simple instructions for use. It seems to us a most valuable extension of the system according to which ten lines of dictation can be written on each page, with exact guides as to the height of each letter, and a line giving the height of the vowels, and the letters of the vowel size. Thus a child using this book cannot get into the vicious habit of making his t's of the same height as his h's or l's. "Book B; Blank, Ruled for Arithmetic," is equally valuable to prevent scholars making very small or very large figures. Very many sums, some 20 per cent. at least of the whole number, are worked wrongly through the scholars getting into the habit of making small figures, which become arranged in unequal columns, and are thus wrongly added up. The use of one or two of these blank books for Arithmetic will correct this defect.

SHORT NOTICES.

Cassell's Bible Educator. Part I is the beginning of a re-issue of this very valuable work, which is edited by Dr. Plumptre, Dean of Wells. The present number contains a variety of useful papers, amongst which we must especially recommend Dr. Payne Smith's article on the Pentateuch. Teachers of all kinds would find this a good work to take in; there are 64 well printed and illustrated pages in each sevenpenny part. *Amateur Work,* Part V. (Ward, Lock, and Co.), contains papers on a small greenhouse for Amateur Gardeners, Practical Gas-fitting, Electro-plating at home, how to build a small Organ, Boat building made easy, &c. Any of our readers with a taste for mechanical work would do well to subscribe to this publication, which is a marvel of cheapness. *Rhyme of the English Sovereigns,* by the Rev. C. R. Barker (T. Murby), contains the dates of each reign cleverly worked into a rhyming verse, thus—

In fifteen fifty-eight with joy
The country welcomes "good" Queen Bess,
For five and forty years she treads
The path of glory and success.

This work is done much better than in many similar attempts, and we can confidently recommend the book to our readers. *Papers for Teachers* (Moffatt and Paige, April 1882) contains useful aids to study, in various subjects of elementary study, including Latin, French, Notes to Byron's Childe Harold, &c. It will be very useful to students in Training Colleges, and Pupil Teachers. *Rapid Computation,* a new course of Mental Arithmetic by J. Barnes, B.A., and J. J. Prince (London: T. Murby) seems to us a remarkably good book on Mental Arithmetic, with a very large number of examples of every possible kind.

THE CORRUPTION OF THE UNION.

ONE of the ancient fathers is reported to have given his opinion that no good ever came from a Council of Bishops. As far as we are able to judge, nothing but unmitigated mischief is likely to be the result of the Teachers' Conference at Sheffield. It has been a new rehearsal of the ancient drama, referred to in the gospels, of piping and dancing in the market-place. Mr. Mundella piped in his most skilful and persuasive manner; the leaders of the Union danced in enthusiastic and undignified response. Mr. Sykes, the President of the Union, seemed never weary of chanting the praises of Mr. Mundella. He is "a statesman," "an enthusiastist in the cause," "his Code is a model of arrangement," he possesses "strength of character," and "sturdy independence." The virtues of the Code are his own virtues; the vices of the Code are due to the evil influence of the inspectors. "Those who stand behind him and advise him, the inspectors and the

permanent officials, are mainly responsible." And then, as if this were not enough, Mr. Sykes devotes a whole paragraph of his address to the praise and glory of Mr. Mundella, for which, if that gentleman remains much longer in office, and gratitude be one of his numerous and extraordinary virtues, we shall surely see Mr. Sykes before many years are past, promoted to be an inspector. He might certainly have left Mr. Lowe alone, and not have used him as a foil to set off the virtues of his hero; for we are quite sure that in the great qualities of honesty, integrity, truth and justice, the former vice-president has nothing to lose by being placed in comparison with the member of parliament who at present holds that office. This is the kind of man that Mr. Mundella appears to Mr. Sykes.

In his sympathies and opinions Mr. Mundella is the antithesis of Mr. Lowe, Instead of the cold, calculating cynic, he is the genial and ardent enthusiast; instead of thwarting the teacher, he has striven to conciliate him, and has gone far towards clearing the certificate from the blemishes which have long degraded it. He has relieved us of all those useless and vexatious burdens yclept "Returns," which former vice-presidents in their zeal for official red-tapeism imposed upon us. He has materially improved the mode of assessing and distributing the grant. He proposes to re-arrange the inspectorate with a view to the opening out of a career for successful teachers. The vagaries and idiosyncrasies of inspectors are to be curbed, and conditions are to be laid down which shall make the working of inspection smoother and more conducive to the comfort of the teacher and the taught. For his generous appreciation of our work and of its difficulties, and for his sincere desire to improve our position and prospects, he deserves, and has won, the gratitude and esteem of the profession. His evident desire has been to identify himself with a Code which should secure the efficient instruction of the children and the willing and zealous service of the teacher—with a Code based on principles which should not necessitate the annual patching and change which have characterised its predecessors.

And yet Mr. Sykes was elected to his position to defend the interests of teachers against Mr. Mundella, and such as he! Was there ever such indecent exultation in handing over the keys of the castle to the captain of the besiegers? Mr. Mundella has placed teachers altogether under the yoke of the inspectors; under his "model" Code, a teacher will be altogether at the mercy of the inspector. But the leaders of the Union hope to become inspectors, and then this arrangement will be to their advantage, not to their detriment. Mr. Sykes glorifies Mr. Mundella because "he proposes to re-arrange the inspectorate with a view to the opening out of a career for successful teachers." And is not a man who has been elected President of the Union, "a successful teacher?" When the Union some years ago attained something like its present position, it became a subject of earnest consideration in the Education Department, what course to take with regard to such a formidable organisation. We have no hesitation in saying that the policy adopted by Mr. Mundella, a policy of indirect bribery of the leaders of the Union, is the worst and lowest and meanest policy that

could be devised. What is the meaning of the "Vote of thanks to the Education Department," which was moved and carried by a large majority on the evening of Easter Monday at the Conference? If our memory does not fail us, such a vote has not been proposed at previous conferences of the Union. Mr. Greenwood proposed it, Mr. Rankilor seconded it, apparently with a feeling of shame and humiliation. "He was not prepared to place such a resolution on the conference agenda, but finding it there, and knowing Mr. Mundella's unvarying courtesy, he felt compelled to second the resolution." It would be a curious analysis if one could find the exact constituents of the compelling force, under which Mr. Rankilor acted. But when we come to the proceedings at the conference dinner we see a further development of this singular drama. Mr. Heller described Mr. Mundella as "the illustrious occupant of a post which had been filled by many illustrious men in past times." So. Mr. Mundella is "illustrious." It is a word of the highest class, which is used to described the greatest merit. Lord Beaconsfield might be fairly described as an illustrious statesman; royal dukes, such as the Duke of Cambridge, are distinguished from ordinary peers of that rank by the term, "illustrious duke." The Queen is spoken of as "the illustrious lady who sits upon the throne," and now, in this exalted society, Mr. Heller has formally placed Mr. Mundella. Mr. Mundella, for his part, was equal to the occasion. To be spoken of as "illustrious" is "very kind—almost flattering." Where Messrs. Greenwood, Rankilor, and Sykes have gone before, we can scarcely expect Mr. Heller to lag behind. And then Mr. Mundella, according to his wont, began his address. What his audience were thirsting to know, he opened his mouth and told them. He did not say in so many words that the leaders of the Union were to be made inspectors, but his words cannot possibly have any other meaning, and they must have fallen as pleasant music on the ears of his listeners. Who else could be "the experienced, practical, sensible and just men who will endeavour on some uniform principle to mete out the awards and honours of the Department," if they did not refer to the audience he was addressing? Excepting the clergy, and some members of school boards, no other class of men are "experienced and practical" in educational matters, but school teachers. Earl Spencer, who has acted as becomes his high position and character in his duties as Education Minister, was not once referred to by the leaders of the Union. He has scorned to employ the arts of corruption and flattery, that his less scrupulous colleague has not hesitated to revel in. And so, in order to repair the omission, and at the same time, again skilfully spread his ensnaring net, Mr. Mundella himself sings the praises of Earl Spencer:—

Now, the Education Department is a very complicated body, as Mr. Heller says, and he spoke of numerous members of it. There is one member he did not refer to—I mean the Lord President. I assure you, ladies and gentlemen, there is no man to whom I personally feel more indebted for any support I have received in doing good in the way of promoting education or ameliorating the condition of the teachers than the Lord President. It is not many noblemen who would forego all political patronage for the sake of improving the organisation of the inspectorate, but the Lord President has done that. Since the present Government has been in office there has been but one appointment to the inspectorate, and that was in Wales, where a Welsh-speaking inspector was required. All the others have been kept in abeyance with a view to reorganisation—that reorganisation which you are all agreed present education requires, ensuring for teachers that they shall have no young inexperienced men fresh from the University, but experienced, practical, sensible, and just men who will endeavour on some uniform principle to mete out the awards and honours of the Department. That has really been a service, and has entailed a debt which you and I owe to the Lord President, for I say myself that the Code, which is now law—which became law last week—that Code would never have been submitted to Parliament except on the conviction that we could so reorganise the inspectorate so as to ensure its application to be even, uniform, and just. Therefore, let me commend you, when you have a kindly word to say, or a kindly thought, to think of the Department—let me commend to your words and to your thoughts the name of my noble friend Earl Spencer, who voluntarily has put aside the advantages of his high position and all the patronage belonging to his office, and who will not, for the rest of our time of office, whether it be long or short—and we are setting an example to those who follow us—appoint men merely because they are political allies. He will not for such reasons appoint men to mete out the rewards of the State to the teachers of the country. I think that is worthy of all emulation.

Our readers will scarcely commit the mistake of supposing that we have any objection to teachers being made inspectors. We think that it is emphatically the right thing to do; and we are glad that there now seems a prospect of opening out a career for successful teachers. What we decidedly reprobate is the employment of this means by Mr. Mundella to corrupt the leaders of the Union. Sir Robert Walpole corrupted the House of Commons of his day; Mr. Mundella has corrupted the chief men of the Union. Their deliberations are valueless; they have been indirectly, but none the less certainly, bribed. Nor indeed, do we think that a long time will elapse before the rank and file of the Union become conscious of this humiliating fact, and then evil days for the Union will come on fast and thick. It is possible, of course, that we are altogether wrong in our surmises; that Messrs. Sykes, Greenwood, Rankilor, and Heller would have been just as enthusiastic in singing Mr. Mundella's praises if no visions of future inspectorship had been dexterously placed before their eyes. The subject is one of great importance, for it is our contention that Mr. Mundella's Code is the worst Code for teachers that has ever been issued; and that if Mr. Lowe had issued it, or anything like it in his time, his name would have been held up to execration and obloquy, as an enemy to education, and the teacher's foe. Meanwhile, we shall see how this New Code, which, as Mr. Mundella says, has already become law, will work when it gets into operation. He would be a bold prophet who would predict that the member for Sheffield will

be in office next March, and if there should be a change of administration the new Education Minister would find plenty of precedents to justify him in the reversal of the policy of his predecessors.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on March 30th, it was resolved to improve the dietary table in use at Upton House School, and to enlarge the school by purchasing the adjoining house. The Board at its rising adjourned for the Easter vacation till April 20th.

At the meeting of the London Board on April 20th, Miss Taylor moved, "That this Board petition Parliament to open all its elementary schools free." Mr. Lucraft seconded the motion, stating that the present system took up a good deal of the teacher's time in collecting the fees. He said the annual cost of carrying out compulsory attendance and collecting fees amounted to £91,000, while the fees themselves only realised £81,000. The Rev. T. C. D. Morse moved the previous question, stating that children whose school fees were paid for them were the most irregular in their attendance. Mr. Sydney Buxton seconded the amendment. Mr. Bonnewell seemed inclined to give his support to the motion, if a clause were added stating that the cost should come from the Consolidated Fund. On a division being taken, the amendment was carried by a majority of 23 votes against 14. A letter was read from the Inspector of Reformatory and Industrial Schools, stating Sir W. Harcourt's opinion that "an imperative obligation" lies upon the manager of such institutions to exercise vigilant personal supervision to see that the inmates are properly treated.

At the meeting of the Bradford Board, on March 22nd, the following letter was read from the Education Department on the subject of Undenominational Training Colleges. It is stated therein that their lordships have before them applications for the recognition of three new Training Colleges, two of which will be undenominational :—

Education Department, March 7th, 1882.

Sir,—Adverting to your letter of the 23rd ult., I am directed to state that it is no part of the duty of the Education Department to undertake the establishment of training colleges. The funds at their lordships' disposal for the benefit of training colleges can only be employed in the form of annual grants to aid in maintaining those which have been already established. I am to add that my Lords have before them at this time applications for the recognition of three new training colleges, which will seek annual aid when established, and two of these colleges will be undenominational. —I have the honour to be, sir, your obedient servant, F. R. SANDFORD.

The Finchley School Board have found that there are two sides to the question of abolishing corporal punishment, as the following memorial will show :—

The following memorial was read by the Clerk :—

"To the Chairman and Members of the Finchley School Board.

"The memorial of the ratepayers and inhabitants resident in Ballards Lane, Dale Grove, and the immediate vicinity of the North End Schools, respectfully sheweth that your memorialists have been seriously inconvenienced during the past week from the riotous and disorderly state of the school, large numbers of the children congregating about the neighbourhood, and shouting, throwing stones, and clambering on to and over the roof of the school, and even on to parts of the Baptist chapel. That one of your memorialists has had his windows and glass frames broken by the stones thrown by the children, and the conversation, as heard by several inhabitants, has been of such a character as to show that the regulation respecting the use or otherwise of corporal punishment has had largely to do with the state of insubordination. Your memorialists respectfully ask that effectual steps be at once taken to remedy this state of disorder, and that some officer be appointed to see that the neighbourhood is not exposed to the noise and tumult arising from the untimely gatherings of the children which for some time has been greatly on the increase, and is a serious injury to the neighbourhood."

The Chairman said he regretted very much that the inhabitants had been so much annoyed by these disgraceful proceedings, and he would propose that a letter be sent to the petitioners, stating that the Board would endeavour to prevent a recurrence of such scenes.

The Otley (Yorkshire) School Board have ordered that a time-book be kept for the teachers, so that the exact time at which each teacher arrives at the school can be recorded. One of the teachers has been reported as not being punctual in attendance.

PUNCTUALITY OF TEACHERS.

It transpired that one of the teachers had been somewhat irregular in her attendance.

Mr. Johnston said he had previously intended to move that a monthly report be made of the attendance of the teachers.

Dr. Kerr suggested that the best way would be for the Board to provide a book in which the time when each teacher entered the school should be kept. It would not be a pleasant duty for a head master to complain to the Board of his teachers; besides that it was desirable that the teachers should be present some minutes before school commenced. He moved a resolution to the effect that a time-book be kept for the teachers, and submitted to the Board each monthly meeting.

This was seconded by the Chairman, and carried unanimously.

The Salford School Board has sent up a memorial to the Education Department suggesting that the examination for Queen's Scholarships should not only be held at Training Colleges, but in populous centres and large towns. The following paragraph contains the gist of the petition :—

5. That, in order to encourage candidates to attend the examination for Queen's Scholarships, although they may not desire to enter as students in a Training College, it is desirable to afford greater facilities for their so doing, by holding the examination in populous centres, such as Manchester and other large towns, as well as at the various Training Colleges, and thus to avoid the expense and inconvenience often incurred by a great number of teachers under the present arrangement.

NATIONAL UNION OF ELEMENTARY TEACHERS.

SHEFFIELD CONFERENCE, EASTER, 1882.

(The following summary of the proceedings of the Conference is condensed from the fuller report in the *Schoolmaster*.)

THE Thirteenth Annual Conference was opened at Firth College, Sheffield, on Easter Monday, April 11th. Shortly after the appointed hour (2 p.m.) the chair was taken by the retiring President, Mr. T. R. Langler, B.A., who was accompanied to the platform by his successor and the officers of the Union.

After a few remarks by Mr. Langler, the preliminary business of the Conference was proceeded with, after which the new President, Mr. Sykes, was placed in the chair, and gave the usual opening address.

Mr. Sykes congratulated his audience upon an increase of twelve hundred members during the year. "Three hundred and twenty associations, which embrace within their folds more than thirteen thousand teachers, are now affiliated to the Union." Mr. Sykes then glanced back at the educational history of the past twenty years, and the "past history and achievements" of the Union. He is of opinion that since the passing of the Education Act, 1870, the teacher's position has been one of gradual improvement, and that his emoluments have also considerably increased. "In 1870, the average salary was £95 for males and £57 for females; now it has risen to £121 for males and £72 for females." Moreover, the ranks of the teacher have been recruited from persons in a higher social sphere. Still, Mr. Sykes thinks, teachers do not find their position "an honourable distinction." Codes and regulations which confront the teacher at every turn are rapidly degrading him into a mere hearer of lessons, a marker of registers, a grinder of the Standards, and a worker for the Examination week.

Mr. Sykes then proceeded to descant on the evils of hurry and pressure, excessive mental activity, and competitive examination. He denounced "the unnatural and absurd system of classification by age."

> The great defect of the Codes we have been suffering from during the last twenty years is, that they compel the unnatural and absurd system of classification by age. Immediately a child attains the age of seven, our Codes force him into Standard I. He may never have been inside a school; never have been taught even the alphabet; may be weakly in health as well as mind. All these considerations, however, count for nothing. He has reached the magic age of seven, and, therefore, must at once make up for lost time and absent or impaired faculties.

Mr. Sykes also pointed out how that clever children waste their time in being compelled to wait for their duller comrades. "The most praiseworthy feature in the New Code is the prominence given to infant and night schools." In connection with the latter subject, he made the following remarks :—

> The great desideratum in our educational schemes is the lack of an efficient system of education for the years intervening between school age and manhood. This is a period when it is supremely essential that healthy means for recreation and occupation should be provided. Every attraction should be placed before a young man's eyes to allure him from the pitfalls ready open to entrap his inexperienced steps. It is during this period that a man's life is made or marred. Attempts should therefore be made to induce our adults to continue the education begun at the day school. The evening school, as foreshadowed in the coming Code, is a step in this direction. The sciences included in the specific schedules will gradually inure the mind to the apprehension of scientific principles, and so prepare the way for the more substantial nourishment to be obtained at the Science and Art class.

Mr. Sykes also insisted that there should be a regular succession of schools, "primary, secondary, and higher." One step should be but a preparation for the next. He suggested that "the secondary schools might by means of fees and grants be self-supporting." The charities of the City of London amount to four millions, with an annual income of £183,000, and the London School Board contend that a portion of this income might be appropriated to the foundation of scholarships and the encouragement of superior education.

Mr. Sykes next dwelt upon the importance of technical schools, to secure our pre-eminence as the leading manufacturing nation of the world. He insisted that all persons engaged in industrial pursuits would be benefited by a knowledge of elementary science.

He next touched upon the question of the teacher's certificate, and the inducements held out to University graduates to become elementary teachers.

Inducements are held out for university graduates to enter our ranks. Graduates are promised that they will become eligible for headmasterships in our schools if they work one year as assistants, and earn the certificate by examination. Few graduates, except the worthless, will be attracted to our work by this simple bait. Those who offer themselves as assistants will have, no doubt, looming before their eyes the Inspectorate. It is possible that in future even inspectors' assistants, from whom sub-inspectors are to be made, will not be appointed unless they have graduated at one of our universities. It must be a source of pleasure to all earnest educationists to find that the university degree is not considered too high a mark of scholarship for teachers in elementary schools. This is a great step in advance from the gloomy period ushered in by the Revised Code. Let us hope that the time is not far distant when one of the essential qualifications for a public teacher will be the possession of a university diploma. The Hon. L. Stanley recently advocated in the columns of one of the magazines the opening of the universities to elementary teachers. He says, "It is much to be wished that our old universities could open their doors somewhat to elementary teachers. At present unattached students at Oxford can live and study there for £50 a year. The State pays £100 for a student who completes two years at a training college; why should it not pay for a two years' residence at Oxford or Cambridge? In that case the universities might organise a course by which elementary schoolmasters might graduate there, and so come in contact with a wider range of social influence than he now does at the training college; and the universities might appoint special teachers, who should give instruction in all the branches, which are more especially needed for schoolmasters."

Mr. Sykes then touched upon the issue of Mr. Mundella's Code, which he said "contained the fatal blemish, 100 per cent., or it might have settled the vexed question of education for many years." Mr. Sykes asserts that the new Code for which later on the union thanked the Education Department "will grievously increase the worry, the cram, and the cruelty that teachers and children have so long endured." But it is not, according to Mr. Sykes, Mr. Mundella's fault that this evil system is perpetrated in his Code.

His Code is a model of arrangement, and compares most favourably with its predecessors. It unfortunately contains the fatal blemish, 100 per cent., or it might have settled the vexed question of education for many years. The fatal legacy, "Payment for results," has no doubt hampered the Vice-President's action. With this principle as a mainspring it is impossible to construct an education machine which shall turn out solid and satisfactory work. Its pernicious influence cannot fail to vitiate the whole of the school training. After the number of years its malignant influence has been at work, and the persistent and unceasing denunciation it has received from teachers, the wonder is how Mr. Mundella clings so tenaciously to it, and not only perpetuates it but intensifies its operation and mischief. The form it assumes in the coming Code, "One hundred per cent. for the maximun grant," will grievously increase the worry, the cram, and the cruelty that teachers and children have so long endured. We are almost led to ask whether Mr. Mundella has been actuated by the spirit of the Hebrew king of old, for we have hitherto been metaphorically chastised with whips, but he seems bent upon chastising us with scorpions instead. We are confident, however, that this is not the spirit animating Mr. Mundella. He has displayed too much sympathy with us and our work to warrant this belief. Those who stand behind him and advise him, the inspectors and the permanent officials, are mainly responsible. Were he convinced that the evils of which we conplain were real and not exaggerated, he would be amongst the first to cast the evil thing out of the Code, and seek for some means to establish a purer and better system.

After a paragraph of glowing eulogy on Mr. Mundella, which we produce elsewhere, Mr. Sykes dwelt upon the principle of payment for results. He thinks the old Code which was in existence previous to 1860, superior even to the present Code of Mr. Mundella. The "special merit clause" seems to Mr. Sykes to be "an enhancement of the power of the inspector, and a diminution of the independence of the teachers. If great care is not taken, under its sway, the inspector's will and methods will become supreme, and the teacher will degenerate into a mere reflexion of the inspector."

A vote of thanks was then moved to Mr. Sykes for his address, and the Report of the Executive Committee for the year, read.

Mr. G. Clark then moved, "That this conference is of opinion that the election of Assistant Secretary to the union, by the Executive, was not made in accordance with the spirit of the resolution passed at the Lambeth Conference." Mr. Clarkson gave the following illustration of the way in which the election had been conducted. "If his own wife wanted 'a superior person' to look after the house, and after getting the funds, made Jane the kitchen girl into 'lady help,' and doubled her salary, he would

scarcely be satisfied. But that was like the action of the Executive in the matter." After some further speeches on the subject, the resolution was lost by a large majority.

The Treasurer's Report was then read by Mr. Greenwood. The following paragraph will show the present state of the finances of the Union.

On the whole, the financial condition of the Union has certainly improved, and the outlook is considerably brighter than at this time last year. The income from subscriptions has increased by £163, while in 1880 the increase was only £52. The expenditure has gone down in several important items—viz., travelling expenses of Executive, £56; law expenses, £100; and cost of Annual Report, £37. Arrears of printing account, to amount of £70, which really belonged to 1880, have been cleared off, and £28 has been expended in presenting illuminated votes to past presidents. The Reserve Fund stands £50 higher than it did last year. By a rough calculation we find that the year's ordinary income has exceeded the year's ordinary expenditure by about £139. The decrease of £56 in the travelling expenses of the Executive is rather remarkable, as the last Conference elected an additional provincial representative, and therefore an increase of expense in this direction was anticipated. This uncertainty in the amount of travelling of the Executive will always prove a source of anxiety, as any year the amount may expand indefinitely; hence there is continually needed a husbanding of resources to tide over exceptional and unforeseen expenditure. The same observations will also apply to the items of law expense.

Mr. Greenwood, in his Report, pointed out that Mr. James, as Assistant Secretary, receives £100 more than his previous stipend as clerk, and that to provide this, it will be necessary to increase the number of members to 700 more than they are at present.

In the second session of the Conference on Monday evening, Mr. Greenwood moved, and, Mr. Rankilor seconded a vote of thanks to the Education Department. "That this Conference hereby expresses its hearty thanks to the Lord President and Vice-President of the Committee of Council on Education, for their valuable and earnest endeavours to improve the elementary education of the country, and for their generous recognition of the claims of the profession." Mr. Greenwood remarked, "Mr. Lowe and Mr. Forster did not treat teachers with the courtesy they had received from Mr. Mundella." "Mr. Mundella was not master even with respect to his own department." Mr. Rankilor seconded the motion, to which, however, an amendment was moved, though it was lost by a large majority. It was pointed out that the resolution did not commit the Conference to an approval of the new Code. Mr. Clarkson, speaking for the amendment, described, in the following terms, Mr. Mundella's Code.

Mr. Clarkson hoped that care would be exercised in coming to a decision. He had at first thought, when he saw the resolution, that it was intended as a joke. He found out that Mr. Greenwood was in earnest. They were asked to blow hot and cold. Did anyone believe that the New Code would improve the education of the country? ("No, no!" "Yes, yes!") They had been recognised! (Laughter). By the special merit clause we had been delivered into the hands of the enemy. (Laughter and cheers). Now Mr. Mundella had been considered the friend of the teacher. We had had great expectations of him. But the pleasures of anticipation would greatly exceed the pleasures of realisation. Our work in future would be like climbing a greasy pole. (Loud laughter). Mr. Mundella had said the prizes are all at the top. They are up there. He had never seen them. Many of them never would. In place of improving the education of the country it would be worse in the future than in the past. He hoped that the Conference would refuse to dance to the Mundella pipe. It was like a boy kept without his dinner who had to sing grace with the others, "Praise God from whom all blessings flow." He hoped the Conference would vote against the resolution.

Mr. Dawson was then elected Vice-President of the Union, and made an acknowledgment in fitting terms. A paper was read on "The further education of children after leaving the Day School," by Mr. Lewis W. Potts. At the close of this paper, a resolution was passed, "That in view of confirming and extending the education of children leaving Day Schools, some systematic scheme of work, connecting these Schools with technical and scientific Institutions is both necessary and desirable." The Report of the Special Committee on the constitution and election of the Executive was then read and considered, and the Conference adjourned at 10-45 p.m.

THIRD SESSION, EASTER TUESDAY, APRIL 11TH.

After a discussion on Drawing Examinations, Mr. A. E. Kirkham read a paper on "Thrift," in which he alluded to the comparative failure of the Teacher's Provident Society. The Scotch and Irish Deputations were then introduced, and the usual speeches made. The subject of "Direct representation in Parliament" was then

introduced, and a motion was made on the subject, to which the "previous question" was moved as an amendment. The resolution was carried by a small majority.

At one p.m., Mrs. Mundella was announced to open the "Old Englyshe Fayre" in the Cutlers' Hall, and in her absence, the duty was undertaken by Miss Mundella. Mr. Mundella gave a short address on the occasion, pleading for the Benevolent Fund, for which he said there was great need. The Conference Dinner took place in the evening in the Albert Hall. Mr. Mundella made a long speech on the occasion. He eulogized the permanent officials of the Department, and Her Majesty's Inspectors.

You have spoken of the permanent officials, and I am sure if any of you think hardly of the permanent staff in Downing-street, you do them a gross injustice. (Hear, hear). There is no class of men with whom I have ever come in contact who are more desirous of fair and just dealing than the heads of the permanent staff. I daily come in contact with them, and more industrious, painstaking men I think I never met. (Hear, hear). Some of them do an amount of labour that I could not give permanent officials credit for until I myself was the witness of it and put it to the test. Let me come next to the class you most frequently speak of with a little harshness—(laughter)—the class you have on your minds at this moment—(renewed laughter)—and who have been for some time past the objects of your apprehensions and little suspicions—H.M. Inspectors. (Hear, hear, and Voices: "Some of them.") I am very glad to hear you say "Some of them"—(applause)—because in the ranks of H.M. Inspectors are some of the most distinguished educationists in the world. (Applause). I am almost afraid to mention names, but I am sure some present will forgive me if I mention the name of Arnold. (Applause). I mention it because of his illustrious educational descent, and his own services in the cause of secondary education. Then there is the name of Sandford—(applause)—ay, and, let us be just, my friends; don't you know some Inspectors' assistants who were your former colleagues in the work, who are worthy of all honour, all esteem, and all confidence? (Cheers). And do you think that those of us with the cause of education at heart wish to have only particular schools? No; Board schools, voluntary schools, or schools of this or that class—we want them all. They are indispensable, and we can part with none of them. Do you think those of us of the Education Department, when we come to reorganise our inspectorate, will not know how to select our men, and shall not so select them that they will discharge the duties with honour to themselves, with equity to you, and with satisfaction to the country? (Hear, hear).

He next referred in terms of high eulogy to Mr. Heller, and afterwards defended the new Code.

Passing from the staff, I come to myself. Mr. Heller has spoken very kindly of what I have done, but with a little qualification. (A laugh.) I speak of him with unqualified kindness. I will say to you elementary teachers that you are fortunate to have your cause in his hands, and it will be a bad day for you when you lose him. (Hear, hear.) You will find it hard to replace him, for in all my relations with him—and my relations with him did not begin when I became Vice-President of the Council; they go a long way back to the time when I was advocating relief for many little grievances and many little frictions from which you have been relieved. I say that in all my relations with him, Mr. Heller has shown in everything courtesy, dignity, judgement, and gentlemanly feeling so marked and conspicuous that you will do well to retain his services as long as he lives if you can keep them. (Applause) Mr. Heller made some reference to the Code. I am not going to justify my Code here. (Hear, hear.) I mean the Code to justify itself, if it can, by time and experience. It may be defective; but whatever its defects may be, or its merits, time and experience will try them. I hope that I, and whoever may succeed me, will be sufficiently candid, sufficiently fair and just, when we find defects to remedy them; that if we find improvements urged we shall not be wanting in courage to introduce them, and if we find we are right, whether you approve or not, to stand by the result. (Hear, hear.) All that you desire is the good education of the people of this country, the success of education with as much happiness and comfort to the educators as it is possible under any code to administer. But do not let me deceive you. Any one that tells you that the British Parliament will pay excessively for machinery without any regard to results, that it will go on spending millions and increasing millons without any test or measurement, tells you that which will deceive you. (Hear, hear.) I shall be no party to deceiving you. I have done my best to relieve you from everything that is harsh and derogatory—(hear, hear)—and I have too much respect for the teacher and the taught. (Hear, hear.) I trust that in the working of the Code it will be found that we shall have less friction, more success, less harassing, and—what shall I say?—less unpleasant organisations than are attached to a good deal of the working in the past. (Hear, hear.) But I will say this—I have thought this out on every side. I have been aided by the ablest men I could call into my counsels, by your best friends, and at present I can present to the British Parliament no better document for the regulation of the education of the country than the one it has been my privilege to submit, and I have found no scheme yet that entirely got rid of payment by results. There is one which will be submitted to the House of Lords in a few days, which emanated from a friend of mine, a former Vice-President—Lord Norton—and what does he say?—"Treasury aid might be given in general and tested reports—(hear, hear)—on a graduated scale; say, for example, the amount of one-half of the net cost of a school, if it appeared by frequent and casual inspection and test examination—considering always the circumstances of the school—that it was in vigorous work . . . . . but half that amount if unhappily but honestly conducted, the tested children not being considered up to fair expectations and the circumstances of the schools. Whenever the grant is wholly withheld the decisive grounds of refusal should be shown." I know this has been very carefully wrought out; but what about the casual and frequent inspections and test examinations? The inspector has to decide whether a school is in vigorous work or whether it is only "unhappily but honestly conducted." Why, the whole question, then, is to be absolutely in one

ump in the hands of Her Majesty's Inspectors. I want to know what voluntary schools would carry on under the terror of losing one-half of the whole grant on the mere word of the Inspector? (Hear, hear.) You all know, my friends, that it would be an impossibility. We have exacted from you, it is said, 100 per cent. (Laughter.) Nobody exacts, or expects, anything of the sort, and it is an abuse of language to say so. I always thought that per cent. was the short for hundred. (Laughter.) But I say that in future the teacher in an elementary school who introduces kindliness, heartiness, intelligence, and sympathy into that school will, I hope, be rewarded, which now he cannot be, weighed and measured as he is by percentages. (Hear, hear.)

He then enlarged on what is being done in other states for the extension of education, and stated his determination that School Boards, and Attendance Committees should do their duty. He would ask "the Archbishop of Canterbury, and the bench of bishops to put the screw on the magistrates."

I say that School Boards and School Attendance Committees shall do their duty, and I am resolved, at the risk of any unpopularity which may attach to it, that if any of them are recalcitrant, I shall use the powers which Parliament has vested in me—(applause)—and I will co-operate with you teachers to ensure that the children shall come into the schools. (Hear, hear, and Voices: "Magistrates.") They are not in my department. (Laughter.) But I have got a screw for them—(hear, hear)—and if you are wise you can help me in that. We will ask the Archbishop of Canterbury and the bench of bishops to put the screw upon the magistrates. When the magistrates are told that there is a poor parson sacrificing his little earnings for a school, that the school buildings are there, that the children are there, and that the magistrates are not doing their duty, I think if the National Society and the bench of bishops do their work they can show the magistrates that in the interests of schools, in the interests of education, aye, in the interests of labour—for perhaps that would come home to them sooner than anything—(laughter)—that in the interests of labour a child should be sent early to school, should be sent regularly to school, and should continue at school until he has passed the standard of exemption. (Applause.) Let me beseech you to take conrage for the future. Don't be discouraged or down-hearted. (Hear, hear.) Let me ask you to consider who you are, and what are your duties; that on you devolve most important functions; that the formation of national character is in your hands; that the destinies of the English people will be greatly swayed by the principles and conduct inculcated in elementary schools; and, believe me, that Englishmen in the long run are not unjust. They will recognise good service, and if I do you injustice some will come after me to recognise the good service you do. But if I do you injustice, and if my successor is unjust to you, depend upon it the Pestalozzis, the Arnolds, and the Lancasters of the past worked for something higher than mere State reward, and the noblest reward you can have is the esteem and affection of those you are training in the paths of virtue and knowledge, and the reward of your own conscience. (Loud cheers.)

Several other speeches were made, and the proceedings terminated about eleven o'clock.

WEDNESDAY MORNING, APRIL 12.

The fourth annual meeting of the Teachers' Provident Society was held on Wednesday morning. The report stated that comparatively few of the local associations connected with the National Union had formed local agencies, while in one or two instances agencies already formed had ceased to exist. During the past year only twenty-seven members had been admitted, while five had withdrawn. The balance sheet which showed that £34 had been paid in sick allowances, that £450 had been lent on mortgage, and that £310 remained in hand, was adopted.

The fourth annual meeting of the Teachers' Orphanage and Orphan Fund was held at 11-30 on Wednesday morning. The chairman mentioned that it was expected that £2,000 would be realized from the bazaar at Sheffield, as the amount received on Tuesday exceeded £900. The invested property of the fund now amounts to £2,400.

FOURTH SESSION, WEDNESDAY AFTERNOON.

The first business transacted was the election of the Executive Committee, of which the following is the list :—

	Votes.		Votes.
1. G. J. Rankilor	7,991	13. T. Baldwin	5,297
2. J. Scotson	7,571	14. S. B. Tait	5,198
3. J. W. Grove	7,456	15. G. Girling	4,606
4. J. H. Devonshire	7,362	16. N. J. Clarkson	4,538
5. J. J. Graves	6,864	17. A. Traill	4,518
6. E. B. Lethbridge	6,837	18. W. Bagot	4,350
7. T. N. Day	6,617	19. E. W. Moore	4,343
8. R. Wild, B.A.	6,457	20. H. Clark	4,325
9. W. Gardner	5,982	21. L. Woodcock	4,228
10. J. Russell	5,968	22. T. R. Pitt	3,950
11. H. J. Moore	5,692	23. T. Vernon	3,912
12. J. Powell	5,549	24. G. Hamilton	3,591

The subject of a compulsory annuity fund was next introduced, and the following unsatisfactory resumé of the discussion we take from the report in the *Schoolmaster*. Teachers will see from its perusal how little hope there is that the Union will be of the slightest use in obtaining a pension for worn out teachers.

COMPULSORY ANNUITY FUND.

Mr. Gordon (Hull) moved, "That this Conference pledges itself to support the action of the Executive in the matter of pensions to old teachers."

Mr. Carlyon (Plymouth) moved, as an amendment, the omission of the word "old."

Mr. Butland (Teign and Dart) seconded.

The amendment was lost.

Mr. Rankilor (Birmingham) asked what was meant by "old teachers." He thought that the matter should be left to the Executive.

Mr. Orst seconded the resolution.

Mr. Calmady-Richardson moved, as an amendment, to substitute the words "incapacitated by age or sickness" for "old."

Mr. Heller thought the best amendment would be to omit the last three words.

The suggestion was accepted by the mover and seconder of the amendment, and the amendment was carried.

Mr. Dawson moved, "That this Conference take steps to establish a Compulsory Annuity Fund." He wanted pensions that teachers, like civil servants, could claim as a matter of right, not of charity. Many teachers would not retire because they had no means to fall back upon, although they felt unequal to their duties. A proper system of pension would thus tend to relieve their over-crowded profession, and make room for young and energetic teachers to succeed those whose energies were spent. He advocated no hasty conclusion, but he would like the adoption of some plan that would place the matter before the association.

Mr. Passingham (West Kent) seconded.

Mr. Moss moved to substitute "Executive" for "Conference."

Mr. Carlyon (Plymouth) seconded.

At the instance of Mr. Dawson, it was determined to alter the resolution so as to request the Executive to take steps in the matter.

Mr. Flower (Amesbury) supported the original resolution, as most of the insurance societies only granted annuities which came into operation late in life. The benevolent societies could not possibly cope with all the cases of distress that came before them, and some such scheme as that under consideration was absolutely necessary.

Mr. J. W. Grove hoped that neither the amended resolution nor the previous question would be carried. It pledged the Executive to do a work which Conference did not know it was capable of doing. He gave notice that he would move: "That the Executive be instructed to deal with the question, to draw up a scheme, and to consult the local associations." They should send that to all the associations, and ask whether they did or did not agree to a compulsory scheme. If not supported by a vast majority of the members of the Union, the best scheme that would be drawn up would be wrecked. The Union had already had experience in this direction, and found that the vast majority of members were against compulsion.

Mr. Maidment pointed out that the Executive already possessed the power involved in Mr. Grove's amendment. He showed by a humorous illustration the defects of the proposed compulsory scheme, and contended that civil servants and those who had pensions in prospect were the most thriftless classes of the community. (Dissent.) It also tended to destroy the spirit of self-reliance. (No, no.) He opposed it on professional grounds. They had been trying to raise teaching to the dignity of a profession, but such a scheme would degrade them to the level of civil servants. (Laughter and dissent.) If Government aided the scheme they would claim to have a voice in determining their salaries. He opposed it on economical grounds. They could not get a Government foolish enough to give extra grants for this purpose. Pensions were deferred wages, and he preferred ready money.

Mr. Birkby seconded the previous question. He disagreed with the statement that civil servants were thriftless; although they had pensions they had to provide for their widows. As a rule, civil servants enjoyed their pensions but a short time, and would they be willing to sacrifice £50 or £60 yearly out of salaries of £250—(Oh, oh!)—to secure a pension for a year or two? Teachers with good salaries would not be willing to be taxed for their poorer brethren. If they got pensions the Government would get far better bargains than the teachers, and after all there would be provision made for their widows.

Mr. Calmady-Richardson said it was a question allied to that of supply and demand. If teachers could show that they were doing good service for the country, and he contended they were, he thought they deserved well of the country, and might fairly look to Government for assistance in their demands. He was of opinion that the widows of civil servants did retain the pensions of their husbands. He had great pleasure in supporting the original resolution.

Mr. Carlyon (Plymouth), to enlighten Mr. Richardson, explained that an army schoolmaster ranked with a sergeant; a naval schoolmaster ranked with a chief petty officer; and, after some years of service, they ranked as warrant officers.

Mr. Rankilor thoroughly supported the previous question. He thought teachers were quite able to look after their savings themselves. Let them who ought to provide for themselves, and would not go to the wall—they were not met in Conference to legislate for such persons. He preferred that teachers be left to make their investments in the way they best liked. And again, public opinion was rising against pensions, and, therefore, he hoped that no teacher would want these pensions, except those apprenticed before 1862, who had a moral and, he believed, a legal right to pensions. He preferred liberty and the cultivation of self-reliance. Let them show themselves as a body of men who were able, not only to teach thrift, but to practise it.

Mr. Collins agreed with the remarks of Mr. Rankilor. He thought they ought to put their trust neither in princes nor Governments. (Laughter.) Many thousands of female teachers did

not want a scheme, and would therefore strongly object to any compulsory scheme. He therefore hoped the Executive would try to establish the scheme of an annuity fund, and he believed the principle should be to help those who helped themselves. Whatever the scheme might be, he thought it was time something was done for aged teachers.

Mr. Grove proposed, "That the question of the establishment of a compulsory annuity scheme be referred to the Executive, with instructions to report to the next Conference." While opposed to a compulsory scheme he was not opposed to a voluntary scheme, and the experience of the Executive showed the necessity of such provision.

Mr. Maidment seconded, and Messrs. Dawson and Passingham accepted it in the place of the original resolution.

Mr. Pitt asked them to be cautious lest the scheme should become one of compulsory retirement.

Mr. Day wanted to know how far the compulsion was to go.

The Secretary observed that it was a question of "high policy"—a bigger question than many members supposed. It would be useless to take a vote unless the details of the scheme were before them. The questions of Government control and compulsory retiroment were mixed up with the subject in hand. He feared that Mr. Mundella's words had been misunderstood. Mr. Mundella had not held out any definite promise even of supplementing, much less of estsbliahing, a scheme of annuities.

Mr. Goodyear thought a compulsory scheme would press unduly hard upon voluntary teachers, and he was not in favour of Government having any more power over them.

The resolution was carried.

Mr. Amner mentioned the schemes of the Midland Railway and the London and South-Western Railway Companies as being worthy the attention of the Executive.

It was resolved that the next Conference should be held at Newcastle-upon-Tyne.

A discussion then arose on the question of subscription to the Union, and several propositions were made that the amount should be increased. The country teachers, however, declared that they could not afford to pay more than they did at present, and the previous question was carried as an amendment, with only about six dissentients.

The subject of "Alteration of Rules" came next before the Conference, which in the report of the *School Guardian* is passed over with the cursory remark "after the transaction of some formal business, the session was brought to an end." It is somewhat surprising to find that this "formal business" was the exclusion for the future of all distinctly Church Associations from affiliation to the Union. We give a summary of the discussion from the *Schoolmaster* Report.

Mr. Lethbridge proposed, "That the following new rules be adopted: (1) That all district unions and local associations be required to forward a copy of their rules by December 31st of each year.' (2) 'That it shall be competent for the Executive to exclude from the National Union of Elementary Teachers any affiliated association or district union which declines to bring its rules into accord with the rules of the N. U. E. T."

Mr. Maidment seconded, and the former was carried.

Mr. Calmady-Richardson opposed the second resolution, as evincing mistrust in the association.

Mr. Rankilor regretted Mr. Richardson's remarks. There were associations whose rules were not in accordance with those of the National Union, and he thought they ought to be brought in harmony with the general rules.

Mr. Jones (Buckingham) wanted to know the effect of passing such resolutions as this; whether it would extinguish associations of Church school managers and teachers.

Mr. Lethbridge remarked that denominations were not recognised in the rules of the Union.

Mr. Traill pointed out that they could not have a double set of rules, and, undoubtedly, associations whose rules excluded all but Churchmen were not in harmony with the constitution of the Union.

Mr. Grove said that the rule was not to be retrospective, but it would in future keep out sectional associations.

The Secretary asked for the support of the rule. The Union had now reached a state when any elementary teacher of good character should not be excluded from the nearest local association. Sectional associations blocked the way for branches of the N. U. E. T.

The motions were then carried.

Mr. Lethbridge moved, and Mr. Maidment seconded, "That the Executive may remove from the list of district unions any district union which holds no meeting and makes no report to the Executive for the space of twelve months."

Mr. Simpson (Rochdale), as a member of the active West York Union, spoke to it.

The resolution was carried.

Fifth session, Thursday morning April 13th. Mrs. Burgwin, on behalf of Miss Müller read a paper on "Over-pressure in schools." She quoted a passage from Charles Kingsley in illustration of her theme.

We all will remember Charles Kingsley's famous
"Isle of Tomnoddies,
All heads and no bodies."
and the Tomnoddies' song to their great idol, "*Examination.*"

On this island were found, instead of men, women, and children, nothing bu turnips and radishes, without a single green leaf amongst them, and half of them burst and decayed, with toadstools growing out of them. Those which were left began crying in half-a-dozen languages at once, and all of them badly spoken, "I can't learn my lesson; do come and help me."

One poor turnip listens very carefully to an account of Tom's travels, and "the more he listened the more he forgot, and the more water ran out of him." Tom thought he was crying; but it was only his poor brains running away from being worked so hard; and, as Tom talked, the unhappy turnip streamed down all over with juice and split, and shrank till nothing was left of him but rind and water; but his parents considered him a saint and a martyr, and put up a long inscription over his tomb about his wonderful talents, and development, and unparalleled precocity.

A discussion arose on the subject of the paper, and a resolution was carried—"That this Conference is of opinion that great injury has been inflicted upon teachers and scholars by the over-pressure of work under the Education Code, particularly in girls' and mixed infant schools, and that no relief is afforded by the new Code just issued."

Mr. Greenwood was unaminously re-elected to the office of Treasurer.

A discussion on the new Code just issued then took place, Mr. Heller stating that "if worked in a fair manner it would be a far better Code than its predecessor, but if not well administered, it would be a worse Code." A resolution was carried, "That managers be allowed without explanation to withhold from examination, or to present in the examination last passed, not more than ten per cent. of the scholars, who have been on the school register for the last 22 weeks of the school year, and during which the school has been open." It was also resolved, "That we protest against the inducement given to teachers in the new Code to strive for 100 per cent." The usual series of votes of thanks brought the proceedings of the Conference to a termination.

OVER-PRESSURE IN SCHOOLS.

The following very important paper was read at the Sheffield Conference by Mrs. Burgwin, on behalf of Miss Müller (Member of the London School Board.)

OVER-PRESSURE IN SCHOOLS.

Mrs. Burgwin read a paper which had been prepared by Miss Müller (member of the School Board for London), on "Over-pressure in Schools." She said:—"To any one watching the progress of a school, be it boys', girls', or infants', which attains annual good 'results,' the signs of over-pressure will be visible, though not perhaps to the passing visitor, who exclaims in astonishment at the rows of class-rooms abnormally clean, and the rows of children abnormally quiet. A superficial glance at any large institution discovers only appearances, and not realities. But let any one follow the course of such a school during a year or two with quiet and constant visits, and he will see little signs that have large meanings. There are certain evidences which are unmistakable. The visitor will ask himself, 'Do the children look happy?' Alas, never! 'Do the teachers look happy?' Still less. One exception I do know of. In a little school which I once visited it was desired to try an educational experiment. The staff was given an inclusive salary, and every means was used to ensure the success of the experiment. Cram was eliminated, and education was the object aimed at. The teachers entered into the spirit of the experiment, and worked with a noble zeal and love, which, happily, no money can buy. I stood facing the class, and saw—if I might say so—a soul shining out of the eyes of every one of the children. They looked happy, because school meant to them not a weary round, a tiresome treadmill of uninteresting difficulties, which had no living meaning to them, but a place where all their active and keen faculties could bud out and expand and grow strong. Every new step of knowledge was to them not an additional exhaustion, but a fresh delight and an increase of strength—all worthless qualifications as regards the inspector's report. The very extreme opposite of this is the drilling-ground—I cannot call it school—where the standard is 99 per cent. of passes. Every faculty, except memory, is here in breathless abeyance, while this race is being run; as to education itself, it is nowhere. A goverment inspector once said to me, 'I asked a master whether he ever

tested the general intelligence of the boys by practical questions to which thought alone could supply the answers.' 'Oh dear no, sir,' he replied; 'we've no time for that, you know. We have our 99 per cent.!' Thought, intelligence, reason—the highest faculties of which man is capable—weighed against 99 per cent. on a paper report! I have not found it necessary to hunt up individual cases of over-worked children for sensational description. Perhaps one or two such children are to be found in every department of a school; they show exceptional mental weakness by their inability to cope with the difficulties of the elementary Code. They are nervous and excitable, disturbed at night by dreams and wakefulness. Unfortunately, there is no provision made in the Code for these poor little creatures, and many philanthropic educationists are anxious to see a special clause inserted to meet their case. I see no objection to meeting these exceptional cases by an exceptional clause, to the effect that delicate children should attend as half-timers; the great use of it would be to give teachers and managers a legal ground for the action they now take upon a humanitarian ground. It would, perhaps, give a little more elasticity to the rigid rules now in force. But these, as has been said, are exceptions. I do not allow that over-pressure exists to any very serious or general extent in boys' schools, because they have in every way the easiest time of it; for, having to pass the same standard of examination, they have two afternoons more in every week than the girls have. Still, there are even in boys' schools signs of hurried and unsatisfactory work. It is not, however, the Code alone that is to blame for this. Want of method on the part of the teacher, irregular attendance on the part of the child, and over-examination are, in London at least, very fruitful causes of evil. As regards the curriculum, will any one deny that more simplicity and thoroughness, and less show and superficiality, are the necessary conditions of good work? It is said that one subject thoroughly mastered by a good method does more to educate the mind and form the child's nature than a smattering of half a dozen subjects which have been acquired in a slovenly and unscientific manner. This is perfectly true; and there is also this peculiarity about the thorough knowledge of any one subject—it seems to overlap and ramify into so many and into such unexpected directions. But if over-pressure exists in boys' schools, how much greater opportunities are there for it in girls' schools? If we search for the differences that distinguish boys' from girls' schools, we find that, as regards the Code, the staff, the building, and the conditions generally, they are exactly similar, but that, besides the curriculum which boys and girls have in common, girls are required (1) to devote two afternoons in each week to needlework; (2) the mistresses are required by some Boards to act as saleswomen and book-keepers for the garments made—a duty requiring a great deal of time and labour and needless worry; and again (3) girls are compelled by circumstances to make themselves useful at home, involving irregular attendance at school, and therefore constant and needless repetition of the lessons given by the teacher. The scramble after results, the feverish cramming for examination, are all intensified, because the time at their disposal is so much less. The tendency of modern times is to live at express speed; and such a tendency is trying enough to the tough sinews of a veteran in life's struggle; but when we come to put this pressure on children of tender years, and tender frames, and delicate nervous organisation, there can only be one consequence—the frame is stunted and the nervous system ruined. Temporary overwork I do not believe to be injurious to adults; it is certainly less injurious to the nervous system than constant enforced idleness. Each human being is supplied with a fund of energy which should find a legitimate and congenial expression, for in no other way can a healthy balance be maintained; work is to a man, or a woman, or a child, what a safety valve is to the overcharged steam-engine. Without it everything is in disorder; if energy has no outlet, the nervous system is more seriously upset than by temporary overwork. It is the revenge of unused power. No one can speak more feelingly on this subject than those who have themselves suffered from the terrible mental misery which follows the enforced idleness to which women of the upper class are condemned. But they are certainly 'working out their own salvation' in this respect. The poor English children who suffer from over-pressure compare sadly with those who are born and bred in other lands. Besides the terrible strain on the strength in the school life of a poor man's child, there is the claim of a hard home life, with its rough work and poor food, acting upon a constitution which is often enfeebled by the conditions of its existence, while the improvidence of the English parent has produced the unnatural phenomenon of a class supported by child labour—a class that resents as a grievance

the loss of the earnings of a child whom they themselves have brought into the world but cannot maintain. Compared with the Italian child, the English child is most unhappy. There, its lot is under a bright sun and a blue sky; it is treated almost universally with tenderness and love; there is no more striking national characteristic than the pride and love with which Italians treat their children. As to child labour, it is unheard of, and the efforts to secure to the nation the benefits of elementary education are not hampered there, as here, by what has come to be looked upon by the public generally as a legitimate grievance of improvident and spendthrift parents—namely, that they lose the additional few shillings a week which their children earn. We all remember Charles Kingsley's famous

Isle of Tomnoddies,
All heads and no bodies;

and the Tomnoddies' song to their great idol, 'Examination.' On this island were found, instead of men, women, and children, nothing but turnips and radishes, without a single green leaf amongst them, and half of them burst and decayed, with toadstools growing out of them. Those which were left began crying in half a dozen languages at once, and all of them badly spoken, 'I can't learn my lesson; do come and help me!' One poor turnip listens very carefully to an account of Tom's travels, and 'the more he listened the more he forgot, and the more water ran out of him.' Tom thought he was crying; but it was only his poor brains running away from being worked so hard; and, as Tom talked, the unhappy turnip streamed down all over with juice and split, and shrank till nothing was left of him but rind and water; but his parents considered him a saint and a martyr, and put up a long inscription over his tomb about his wonderful talents, and development, and unparalleled precocity. On children the effects of overwork are almost instantaneous. No child can pay a healthy and natural attention to any subject for long; continual change is next in importance to rest. According to Mr. Edwin Chadwick the age and time to be allowed for each lesson are as follows:—

Age.	Time of Lesson.
5, 6, 7	15 minutes.
7, 8, 9, 10	20 ,,
10, 11, 12	25 ,,
12, 13, 14, 16	30 ,,

It is a fact, which teachers are slow to recognise, that if the time spent in a lesson is too long or too monotonously employed, some portion of it is absolutely wasted. The teacher is busy at work, and so are the children, but nothing additional is being done; they might as well sit with their hands folded. There is nothing gained. On the contrary, the mind is merely being tired out. Two hours of good hearty work are better than four hours of restless work. The most brilliant results have been attained at the university by a maximum of work done in a minimum of time. It is obvious that, while the child's brain is being too much exercised, the other parts of its organism are deprived of the needed activity. It is well known that the extra activity of one function is always compensated for by the repose of the others; so if a child's mental nature is always under an artificial stimulus, its emotional and physical nature gets no chance of activity, and, therefore, remains stunted and undeveloped. The two great specifics against over-pressure are music and physical exercise. Mr. Mark Wilks once told me that, when he found a teacher unable to maintain discipline in his class, he always advised perpetual recurrence to drill, so that the whole morning would be spent in nothing but alternate lessons and drill, the drill being, of course, meant to work off superfluous physical energy. It is said that dirt is merely matter out of place; so it may be said that fidgets is merely force out of place. A fidgety, restless class is very soon rendered orderly by thus letting off superfluous steam; and that steam, when properly controlled, will come in very usefully by-and-by when the struggle of life commences. I must say a word here about the neglect of physical exercise in our girls' schools. It generally happens that if we walk into a playground the boys during the play-time are in full swing, one or two masters are half joining in and half directing the fun; there is scrambling, and laughing, and running, and shouting, and no thought of anything but play. All this is very good for the lungs and the muscles, and makes the blood circulate freely. But in the girls' playground we see groups of feeble, languid girls dawdling about; sometimes the swings are locked up

during play-hours, because the teachers considers it 'unladylike' for girls to swing. Well may Mr. Fitch lament the frigid propriety which reigns where boisterous merriment ought to be. The elastic movement of a graceful woman, the buoyancy of her step, and the dignity of her bearing are the result, not of lessons on deportment, but of much free and unchecked activity in youth. The girl who can ride, and skate, and walk, is the one who forms and retains a graceful figure, not the one whose only idea of locomotion is to walk with self-conscious stiffness for a quarter of a mile along a paved street. Another result which must follow over-pressure in childhood is a reaction against close application, which would probably come at the time of youth, when the mind is—in its normal condition—most fit for hard mental work. Better create hunger by denying a sufficient supply than cause distaste by cramming. Although I have said that temporary over-pressure is not entirely injurious to adults—indeed, I am inclined to think that very often what *appears* like over-pressure really strengthens the brain in the end—yet no such possibility exists for it when it is a permanent condition of adult life; and this, I fear, is too much the case with teachers of elementary schools in large towns. With pupil-teachers it is invariably the case; with mistresses of girls' schools very often; and with masters and mistresses of infants' schools much too frequent. No one should feel that leisure has gone out of his or her life; it is true that with a good mixture of nervous energy and method, a person of small muscular strength can get through a marvellous amount of work with ease and profit; but nervous energy and power of organisation are not always found in combination; and we are here to consider, not what is the maximum of activity that a few exceptional individuals may safely reach, but rather what is the fair average that may be expected from the greatest number; and there is, I fear, very little doubt that the majority of school-mistresses and all pupil-teachers live in a state of ceaseless mental worry, which is injurious to health and perfectly incompatible with that happy and calm temper that every one has a right to enjoy whose life is well ordered and properly balanced. One might almost say that the whole world of music, art, and literature scarcely exists for the teacher from want, not of inclination or taste, but of time. How far the New Code will bring about an improvement in this state of things it is not easy to say, but the centre classes for pupil-teachers have already done something to ease the burden on head-teachers."

Mrs. Burgwin moved:—"That this Conference is of opinion that great injury has been inflicted upon teachers and scholars by the over-pressure of work under the Education Code, particularly in girls' and infants' schools; that no relief is afforded by the New Code just issued; and that it is desirable, in the interests of education that the curriculum in elementary schools should be less diffuse, or that the standard adopted by many inspectors should be reduced."

Mr. Grove seconded the resolution.

Mrs. Tomlinson suggested that the word "mixed" should be inserted after "girls" in the third line of the resolution, and the suggestion was accepted by the Conference.

Mr. Carlyon (Plymouth) proposed that the word "little" should be substituted for "no" in line 3 of the resolution; and Mr. Greenwood proposed that all the words after "issued," line 4, be omitted.

The resolution, with these two amendment, was carried, after a long and interesting discussion.

Mr. Grove then moved that the special report of the Executive on the New Code, which appeared in our last number, page 212, should be received by the Conference. He spoke strongly against the principle of payment by results, and urged that the managers should be allowed without explanation to withhold from examination, or to present in the same standard last passed, 10 per cent. of the scholars who had been on the school register for twenty-two weeks. He also urged that the managers should have liberty, with the permission of the inspector, to withhold a further 10 per cent. from examination. If these concessions were made, teachers would obtain that freedom which was absolutely necessary to secure success in education.

The report of the Executive was then received; and, after a prolonged discussion, it was adopted by the Conference, with the exception of the third recommendation, which was altered so as to read as follows:—"That we protest against the inducements offered to teachers to strive for 100 per cent."

The National Schoolmaster.

SUMMARY.

IT was announced in the newspapers on the 16th May that Earl Spencer had appointed the following inspectors' assistants to be sub-inspectors: Mr. J. Kay, Mr. W. Taylor, Mr. J. Mackenzie, Mr. F. Dugard, Mr. T. Healing, Mr. D. J. Davies, and Mr. E. H. Howard for England; and Mr. R. Small and Mr. W. Whyte for Scotland.

The *School Board Chronicle*, in its issue of the 20th of May, makes the following remarks on the appointment of the above-mentioned teachers to the inspectorate:—

These gentlemen, originally drawn from the ranks of teachers in public elementary schools, are to be congratulated on their selection. Their appointment marks a new departure in the Education Department. Hitherto, since 1839, the inspectorate has been a very close body. Commencing at £300 a year, H.M. inspectors have risen by annual increments to £800, and while the inspectorate has numbered amongst its ranks a few men of great reputation, such as Mr. Matthew Arnold and Bishop Temple, and while all of the inspectors, with a few exceptions, had been trained at Oxford or Cambridge, it is unquestionable that many of the younger inspectors knew little or nothing of the school work they were sent to adjudge. Complaints were bitter and numerous of the striking divergency of standards adopted by different inspectors, and of the incapacity on the part of some inspectors to maintain order in the examination. There is, indeed, a story of one inspector declaring that he knew nothing of the work and cared less, but his appointment was too good a thing to "chuck up." There is reason to hope that the new method, for which Lord Spencer and Mr. Mundella cannot be too highly praised, will remove all such complaints. Lord Spencer, in spite probably of numerous applications backed up by influential support, has steadily declined to exercise any of the old patronage. Only one appointment, of a gentleman who could speak Welsh, has been made by him to the inspectorate, and now comes the news that the sub-inspectors are to be promoted from the ranks of the schoolmasters. It may be presumed that after the number of the inspectors has been very considerably reduced by process of time, the sub-inspectors will have the higher ranks open to them. So long as Mr. Mundella is at the Education Department, merit, from whatever quarter it comes, is not likely to find any artificial prejudices to oppose its upward course. Probably one of the most efficient of the inspectors is Mr. J. G. Fitch. This gentleman was successively a pupil teacher, student in training college, master of British school, principal of a training college, and inspector of schools, and it is a pity that others with such experience have not been appointed earlier. Every friend of education is to be congratulated on the new policy herein initiated,

and in the history of this important stage in the progress of national education, honourable mention will not fail to be made of this act of wisdom and liberality on the part of Lord Spencer and Mr. Mundella.

The following are the districts in which the gentlemen just appointed are serving at present :—

	District.	Inspector.
Mr. Taylor :	Leeds.	Mr. Legard.
Mr. Howard :	Sheffield.	Mr. Sandford.
Mr. Kay :	Manchester.	Mr. Oakley.
Mr. D. J. Davies :	Bristol.	Mr. Moncreiff.
Mr. T. Healing :	Westminster.	Mr. M. Arnold.
Mr. J. Mackenzie :	Finsbury.	Mr. Fussell.
Mr. F. D. Dugard :	City and Lambeth.	Mr. Sharpe. / Mr. Fitch.
Mr. Small :	Edinburgh.	Dr. Wilson.
Mr. Whyte :	Stirling.	Mr. Ogilvie.

The only protest which these appointments have called forth is a very moderately worded one from the Duke of Richmond, who at the same time indignantly repudiated an inference that might be drawn from one of Mr. Mundella's statements, that former Presidents had appointed as inspectors of schools political allies, or casual acquaintances. We give below the abstract of the discussion on the Code, in which the Duke of Richmond referred to this matter, from the *Standard* of May 20th :—

THE EDUCATION CODE.

Lord Norton moved "that the Education Code for 1883 be referred to a Committee to consider whether it might not be possible more effectually to carry out its professed intention of simplification of the Code, and remove the serious defects in the mode of distribution of the grants in aid, and prevent the perpetual changes against which complaints increasingly come from those engaged in the work of national education." The noble lord said the new Code defined a public elementary school as one at which no more than 9d. per week was paid by each child, and in which no sort of religion should be required to be taught. He objected to this double definition, and thought it would be much simpler to define an elementary school as a school which, subject to statutory conditions, offered education to the working classes chiefly at the public expense. He further objected to the greater elaboration of the Code. It was said that the present system gave general satisfaction, but to his mind this was the most melancholy of the pleas put forward in defence of the present system, because it showed the deep degradation to which satisfaction with our system of elementary education had descended. He thought it was altogether unfortunate that the adoption by the Government of the principle which was originally applied to voluntary schools should have subjected national schools to deduction from their income without having anything to fall back upon in case of deficiency of income. If a teacher were incompetent he should be dismissed, but the school should not be ruined. He admitted that the new Code was a step in the right direction ; the only question was whether the Education Department should go on revising the Code from year to year, or whether they should not at once deal with it in a more comprehensive way, in order to place it on a sounder and simpler footing.

Lord Carlingford believed that as to the alleged complexity of the Code, he was not convinced by the noble Lord's arguments. Strenuous efforts had been made in the direction of simplicity and the removal of defects, and he had not been able to find that there was any great amount of educational authority against the working of the present system. The weight of authority seemed rather to lie the other way. The noble Lord had suggested that if a school failed to come up to a proper standard, it was to lose half the grant, and if its position was worse, then it should lose the grant altogether. What would become of the voluntary system under the operation of such a change, and how was a child to be certificated for whole or half-time if the suggestion of the noble Lord was carried into effect ?

The Duke of Richmond and Gordon could not conceive of any good result ensuing from the appointment of the committee which his noble friend asked for. With regard to the Revised Code for next year, there was a comparative improvement in the form of the document, though he doubted whether the omission of the cross references would render the Code as intelligible and as easy for reference as it was now. Out of doors this Code for 1883 was called an Inspector's Code, because of the excessive power which it conferred on Inspectors. This power was larger than it was wise to accord. The appointment of teachers as Inspectors was a doubtful proceeding, and one condemned by the Duke of Newcastle's Commission. It would be unwise to say that the Code should be incapable of any alteration which experience from time to time suggested as proper. There was one matter, to some extent personal to himself, to which he might be permitted to allude for a moment. In a speech delivered at Sheffield, the Vice-President of the Council had made some observations from which the inference to be drawn was that the Education Department under the former Government had appointed inspectors because they were political allies or casual acquaintances. So far as he was concerned, as President of the Council under the late Government, he gave to that statement of the right hon. gentleman his most unqualified contradiction; it had not the smallest foundation in fact. He had never appointed a single inspector on account of his being a political ally or a casual acquaintance. He had always selected the very best men he could find for the office.

The Bishop of Carlisle believed that the new Code was acceptable to the country, as being immensely more intelligible than any of its predecessors.

Earl Fortescue quite understood the value attributed to payment by results; but he could not help thinking that the present system of constant examination tended to retard the progress of the brighter children, whilst it caused unwholesome pressure to be made upon the immature brains of the duller scholars. With reference to the question of cost, he confessed he was rather sceptical as to the results of the enormous expenditure which had been incurred on education in this country. As to school hours, the physical effects of long hours had been shown to be very baneful to the children.

Lord Norton said that after what had passed he felt he must leave the Education Code to arrive, inch by inch, and year by year, at the end to which he wished to bring it at once.

The motion was withdrawn.

At the meeting of the London Board, on May 18th, an interesting discussion took place "on the operation of the requisition list of the London School Board on the publishing trade." It was stated that 43 publishers, or firms of publishers, had complained of the present system. In the discussion that followed, it was mentioned that one firm of publishers had given teachers a champagne supper, another had offered to lend them money, another had sent to them orders for the theatre. It was decided to make no alteration in the present system, but to send a detailed reply to the publishers, explaining to them the grounds on which it was established and retained.

"On the 30th March the Board referred to the School Management Committee, for consideration and report, the following letter from 43 publishers or firms of publishers:—

"March 25th, 1882.

"For a long time past there has been a feeling of dissatisfaction at the effect produced by the operation of the requisition list of the London School Board upon the publishing trade. The result of this list has been of a character to limit the use of books to a selected number, instead of throwing the choice open to all which fulfil the requirements of the Code. We should esteem it a favour if you would take into consideration the question whether it is necessary to the efficient carrying out of the work of your Board that this requisition list should be retained. We would venture to suggest that the provisions set forth in the Education Code and the interpretation of those provisions by H.M. inspectors of schools are sufficient to ensure the

character of the books to be used, and that teachers should be allowed the right of selection within the limits of the aforesaid provisions. We believe that the greater freedom advocated by us would be found beneficial to the true interests of education.

"The School Management Committee referred this letter to the Store Sub-committee for consideration; and that sub-committee have had an interview with the representatives of three of the firms who signed the letter. The School Management Committee, having considered their sub-committee's report, recommend that a reply be forwarded to the secretary of the publishers, stating that after an interview with the representatives of some of the firms, the Board have fully considered the matter, and see no reason for altering their present practice."

On the motion to adopt the last recommendation,

Mr. S. Buxton moved as an amendment, that the matter should be referred back to the committee for them to bring up a detailed reply. He said there was a considerable amount of dissatisfaction with the Requisition List, and though he believed the complaints were absolutely without foundation, he thought it was due to the publishers that the Board should explain the reasons of their decision.

Mr. Richardson seconded the amendment.

The Rev. T. Morse said he had been one of a deputation who had met the representatives of three of the largest firms of publishers, and the reasons urged against the proposal of the publishers were so strong that he believed they were convinced. It was unnecessary to explain the reasons of their decision in a letter when they had already given a *vivâ voce* explanation.

Mrs. Westlake thought they ought to speak out plainly and say why the Requisition List should not be open to all books. An endless number of little books, containing just enough to enable children to pass in the subjects, were published, and an enormous amount of pressure was put upon the teachers to induce them to adopt these books. The touting went on to such an extent that they were obliged to close the doors during school hours to keep out the touters. One firm was in the habit of sending theatre-orders to the teachers, and another firm had invited several of them to a champagne supper, and there was one way in which certain publishers had tempted the teachers which was far more serious in its effects—that of lending money to those who were in difficulties. The large firms did not resort to these unfair means. The Stores Sub-committee, who had to deal with this question, felt that the List was extremely wide and broad, and allowed for immense differences of taste and method among the teachers. The large firms had been perfectly satisfied with the reasons which the deputation had given for retaining the List.

Dr. Wainwright supported the amendment and complained of the extremely dogmatic style of the proposed answer to the publishers. Certain statements had been made by respectable firms, and instead of answering these statements they replied, "*Sic volo, sic jubeo; stet pro ratione voluntas.*"

Miss Taylor, in the name of the teachers, protested against the aspersions which had been cast upon their teachers by Mrs. Westlake. They were told that if the whole patronage in the matter of school books were not left in the hands of two or three members of the sub-committee, the teachers would be guilty of actions which she should not like to characterise. She denied that any of the women teachers under the Board had ever made themselves justly subject to such aspersions. She contended that the action of the Board in the matter of the Requisition List checked originality, and that the members of the Board were less qualified to decide on the merits of school books than were the head teachers.

The Rev. J. Diggle asked whether the sub-committee had removed from the Requisition List the books of the publisher who had lent money to teachers, and of the publisher who had invited teachers to a champagne supper. He considered that great suspicion rested on a committee who did not take immediate steps to remedy an evil of so demoralising a character.

Dr. Gladstone, Chairman of the Stores Sub-committee, said it was originally intended to send a reply such as was suggested by Mr. S. Buxton; but it was afterwards decided to invite the representatives of three large firms to a conference. They had an interview of a very satisfactory character, and it was then considered unnecessary to send a detailed letter. He, however, thought it would be more courteous to send a detailed letter. There were three courses which the Board could adopt in regard to school books. They might prescribe the books to be used in the schools, or they might throw aside all control over the kind of teaching carried on in the schools

l allow the teachers to use what books and methods they pleased. These were the remes. The Board, however, adopted a middle course. They felt that it was their y to see that they had not only good teachers but good books and good apparatus. the same time they felt that the teachers had a right to some latitude in the matter. disputed Miss Taylor's assertion that the teachers were better qualified to judge of merits of the books than the members of the committee. In reply to Mr. Diggle, aid that the case of the publisher who had lent money would be considered at the t meeting of the committee; and with regard to the champagne supper, there was on to believe that it was given by an agent without the knowledge of the head of firm. It was a firm who published some very valuable books.

Mr. Ross protested against the attack on small publishers. There was no more ectable body of men than the small and middle class of publishers.

The Rev. G. M. Murphy felt that these revelations showed the need of a radical ge in their system. He could not have believed, a short time ago, that the hers could be influenced in such ways to make them select unsuitable books; but ad recently seen in a school at Finsbury a book written by H.M. Inspector of the rict, and a more unsuitable book on its subject could not, in his judgment, be gined.

Miss Simcox said that to strike out from their List books published by firms se members were not very respectable, might be very desirable as a matter of ibution, but it would be bad policy in the interests of the schools.

Mr. Stanley thought the Board would feel that it was not desirable that they ld lose the control of the school books. He agreed with Miss Simcox that their duty was to get the best books, but it was very seldom that one book was so h better than all others that it was of paramount importance that it should be ined on the List, and he felt that it was of the utmost importance to make it clear ublishers that any attempt to bring corrupt influence to bear upon the teachers ld be stamped out with the greatest severity.

Mr. Roberts was astonished at the half-hearted way in which Dr. Gladstone rred to the case of the champagne supper. He hoped the committee would ire thoroughly into the matter. He had himself received complaints as to similar

Mr. Spicer, while admitting that it was impossible that the Board should give up ontrol of the books, said the Requisition List tended to create a trade monopoly, round a trade monopoly corruption always gathered. He therefore wished to ess upon the Board the necessity of throwing the List open as broadly as possible, more broadly than at present. No book ought to be excluded which fully ed the standard.

Mr. Wilks, in reply, said the advice given by Mr. Spicer was exactly that which arried out literally. No book was shut out from their List which was considered ble for the schools, and they could not possibly make the List broader or more unless they made it a catalogue of every school book which was published. ring to the cases of undue influence, he said they were very difficult to prove. erson who was reported to have given a champagne supper was not a publisher, publisher's agent. He accepted Mr. Buxton's amendment.

The amendment was agreed to without a division.

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he ladies on the London Board are quietly assuming to themselves roportionate amount of the management of the schools. At the al meeting of the Metropolitan Board Teachers' Association, held ay 6th, Mrs. Westlake was present, and addressed the teachers on of the Board. There is a good deal of sound sense in Mrs. ake's remarks, as they are reported, so we supply them below for nefit of our readers :—

s. Westlake, in the course of an interesting address, said she was pleased to e members. Such meetings tended to get rid of misunderstandings. The s were engaged in the noblest work that was being done in these days, and had

to a great extent the future of the country in their hands. The work was hard and anxious, but she believed that the lowest parts of London were being rapidly civilised. The Rev. Llewellyn Davies, who laboured in one of the poorest neighbourhoods, assured her that this was the case in his district. The board schools were raising the tone of the neighbourhood. Mrs. Westlake then referred to various points of relation between the Board and its teachers. Revelations of a painful and delicate character had recently been made in reference to the pecuniary embarrassments of a few teachers. She believed these were isolated cases. The method of payments had much to do with it. The opinion was rapidly growing that teachers must be paid by fixed salaries. She concurred, and was also in favour of a bonus and promotion from school to school on a fair basis. Only the previous day the School Management Committee had decided to pay head teachers on the accommodation. She also thought the appointment of head teachers should be vested in the School Management Committee. Managers were not appointed because of their fitness, but for all manner of reasons. Hence they were incapable of making good selections. At the same time she recognised that many managers were an immense help to their schools. She next referred to the requisition list and the publishers' memorial. She spoke of various practices carried out for pushing books into their schools, and said she thought the existing plan was preferable to the abolition of the "List." Corporal punishment was next dealt with. She believed in the necessity of corporal punishment. Large numbers could not be taught without it. She thought, however, for minor offences other punishments should be sufficient. She believed corporal punishment was diminishing. She always looked with suspicion on schools which professed to do without it. She believed the punishment should be sharp and short. Hence she opposed the regulation postponing it till after school hours. Having expressed the opinion that the New Code would cause pressure on the children, she strongly recommended as a counteracting influence to the greater mental work the systematic practice of physical exercises. She had introduced a system in many girls' schools. In conclusion she trusted teachers would inculcate a high idea of honour and duty. To do this they must practise it, as children were quick to discern inconsistencies. She invited the members to express their opinions freely on the various points she had raised.

The teachers complained at this meeting "of the stringency of the regulations of the Board on corporal punishment, and especially to the baneful influence of the great publicity given to them by the weekly newspapers. Parents and children read these, and the consequence was that many children came to school with 'a spirit of insubordination' in them." The following are the resolutions that were passed :—

Mr. J. T. Amner moved, Mr. Williamson seconded, and it was carried :

That this association is of opinion that the encouragement given to teachers to attempt to pass 100 per cent. of their scholars will be injurious to children and to the cause of education.

Mr. G. Clarke moved, and it was carried :

That this meeting views with apprehension the extended powers given to inspectors by the New Code, and feels that it would be almost impossible to devise any safeguard that would make the application of the merit clause generally uniform and just.

Mr. Greenwood moved, Mrs. Burgwin seconded, and it was carried

That in the opinion of this meeting, the work required by the New Code is excessive, and will press heavily on dull and weak children.

There has been an animated contest in the parish of Handsworth, which is situated just outside Birmingham, on the issue whether a School Board should be established there or not. The *School Guardian* gives the following account of the way the battle was fought, and the result that followed :—

A contest was provoked by the Liberals, who presented a requisition to Mr. Joesbury, chairman of the local board of health, to convene a public meeting of the inhabitants at the local board offices. The meeting was densely crowded, and the partisans of the opposing systems were represented in pretty equal strength, a resolution declaring that it was expedient to form a School Board for the parish being only carried by a very narrow majority. Consequent upon the passing of the resolution by so small a majority, several gentlemen wisely assumed the responsibility of demanding a poll. Their action was shortly afterwards confirmed by a representative meeting of influential ratepayers; but it was not thought advisable to canvass the parish or invoke the aid of any organisation, political or otherwise, but to trust to the unbiassed opinion of the inhabitants. From the outset, however, the advocates of the School Board enlisted the assistance of the Handsworth Liberal Association, and extraneous aid was also obtained; Mr. George Dixon (chairman of the Birmingham Liberal Association), the Rev. Dr. Crosskey, and other leaders of the secular education party in Birmingham, addressing the meetings on the Liberal side. No stone was left unturned to influence the opinions of working classes; and Mr. Richard Tangye, of the Cornwall Works, did not hesitate to "advise" his workpeople how to vote upon the question. It was ultimately found necessary by the denominationalists to improvise an organisation for the purposes of the contest, but they steadily held aloof from any political party and relied solely on voluntary agency.

Early on Saturday morning, before the hour fixed for the opening of the poll (nine o'clock), it became apparent that the Liberal Association intended to make a vigorous effort to achieve a victory. Large numbers of specially-engaged workers arrived at the central committee room of the association from Birmingham, the Cornwall Works, and other places, and they were drafted off to the different polling districts in gangs of about twenty each. Many cabs, private carriages, and other vehicles were despatched to each polling district, and throughout the day unremitting endeavours were made to poll the strength of the Liberal party. On the side of the opponents of a School Board organised efforts were comparatively slight, and only four vehicles were used as compared with perhaps fifteen times that number requisitioned by the other side. Great enthusiasm was, however, displayed by the voluntary workers for the denominational party, and their efforts were crowned with success. Very few incidents of interest occurred in any of the districts, the contest, which was carried out under the ballot, being almost necessarily devoid of excitement. At the conclusion of the poll the ballot boxes were collected from the different polling stations and conveyed to the public offices, where the process of counting was immediately commenced by a staff of clerks under the supervision of Mr. H. Ward, clerk to the local board, who had been appointed as returning officer. The official return showed the result of the poll as follows:—

For a School Board	754
Against	1200
Majority against a School Board	446

At Lowestoft the same issue is in course of decision, what the editor of the *School Board Chronicle* describes as "between the coming School Board and the obstructive voluntary system." It appears that a sum of five thousand pounds is required to supply the deficient school accommodation in that town, and that of this sum only one thousand has, as yet, been subscribed.

It would seem that Mr. Isaac Holden, the newly-elected member of Parliament for the North-West Riding division, has occupied the position of a teacher in early life. The following sketch of his career we cut from the notice in the *Standard*:—

Mr. Isaac Holden, of Oakworth House, near Keighley, Yorkshire, who thus succeeds to the seat occupied by the late Lord Frederick Cavendish, is the second son of

the late Mr. Isaac Holden, of Alston, Northumberland, by Mary, a daughter of Mr. Forrest, also of Alston. He was born in 1807, at a small village between Paisley and Glasgow. At the age of 15 he was apprenticed to a shawl weaver. He afterwards became a teacher, and, in his 21st year, he accepted the post of mathematical teacher at the Queen's Square Academy, Leeds. In 1830, he accepted the position of book-keeper in a firm at Cullingworth, near Bingley. In 1846, he removed to Bradford, and soon after entered into partnership with Mr. Lister as woolcombers at St. Denis, in France, he having effected some improvements in Collier's combing machine. The new machines were a great success, and the business rapidly increased, a branch at Rheims and another at Croix, near Roubaix, being founded. In 1858, Mr. Lister retired from the French concerns, and, in the following year, the present firm of Isaac Holden and Sons was started. The career of the firm has been one uninterrupted success.

Convocation has been taking action with regard to that part of the New Code which declares that pupil-teachers may not be employed more than twenty-five hours per week. We think it is to be regretted that the Lower House should have interfered in a matter in which its intervention is not likely to be successful. We quite agree with Mr. Mundella that five hours of school work daily is quite as much as the average pupil-teacher ought to be called upon to endure. In our view, it is both unamiable and impolitic for the representatives of the clergy to seek to add to the burdens which, in the judgment of the Vice-President, aided, no doubt, by experienced Inspectors of schools, are as heavy as they can fairly bear. We give the following report on this matter from the *Guardian*:—

LOWER HOUSE OF CONVOCATION, THURSDAY, MAY 11.

THE NEW EDUCATION CODE.

Canon Jeffreys presented a *gravamen* with reference to pupil-teachers, and, in moving that it be made an *articulus cleri*, said he knew of cases in which pupil-teachers were employed at night in other occupations, greatly to the disadvantage of the schools and their own health. Mr. Mundella had not the slightest idea of what was going on in that way, and some action by that house was necessary. Mr. Mundella, on one occasion, said there were no schools with only one pupil-teacher in it; but the right hon. gentleman was at once informed that there were two or three thousand such schools in the kingdom. The house would be only doing its duty to the Church and the nation by putting an end to this mere idea of Mr. Mundella.

Canon Puckle seconded the motion.

Archdeacon Allen suggested that it would be sufficient to draw attention to the omission of this permission. He believed that the pupil-teachers were overworked, and the new regulations of Mr. Mundella ought to be coupled with a prohibition to do other work out of school hours.

Canon Gregory said the pupil-teachers had too many subjects to study, and, sitting up late at night puzzled and perplexed, their lassitude was put down to overwork.

Archdeacon Emery though it might interest the house to hear the following abstract of the answer given by Mr. Mundella to questions with reference to the twenty-five hours' question:—

Schedule 6, section 1, as to the reduction of time of work of pupil-teachers to twenty-five hours. Query—May any of the time be employed in teaching religious subjects to the pupil-teachers? Answer—It appears that the twenty-five hours are the hours of pupil-teacher's work in keeping and teaching the school, and have nothing to do with private instruction. Paragraph 5 relates to the special instruction of the pupil-teachers, and the words seem to imply that part of such instruction, if given out of school, may be in religious subjects. The twenty-five hours' work must not be in addition to any time spent in religious teaching. The object of the limitation is to secure a weekly half-holiday for each pupil in turn.

The *gravamen* was ultimately adopted as an *articulus cleri* in these terms:—

"That by the new code of regulations pupil-teachers in public elementary schools are forbidden to be employed in the said schools more than twenty-five hours per week, or on an average more than five hours per day.

"That great inconvenience must arise from such a regulation in all schools where pupil-teachers are employed, and that schools with only one pupil-teacher will suffer signally.

"That in giving religious instruction the assistance of a pupil-teacher will be rendered difficult, unless the restriction referred to be resolved into giving pupil-teachers a weekly half-holiday in addition to their whole holiday on Saturdays.

"That such an unnecessary favour shown to pupil-teachers will act as a discouragement to all other teachers in the said schools.

"That where female pupil-teachers may occasionally require extra relaxation, managers have it in their power to grant it.

"That the veto on the employment of the pupil-teachers in school is accompanied with no restriction on their employment in teaching on their own account out of school, which is sometimes done even now, and which will be done still more under the new regulations.

"That while the time of the school being carried on does not usually exceed five and a half hours per day, an extra daily half-hour is required for preparing the books and apparatus for the day's work, and for putting them away orderly at its close.

"That whilst urging the inconvenience which will be inflicted on the school managers by the proposed change, this house recognises the many cases in which pupil-teachers, especially females, are overworked, but it is their conviction that such overwork arises mainly from the excessive amount of literary attainments which is required from such pupil-teachers who are not endowed with exceptional ability.

"*Reformandum.*—That their lordships the Bishops of the Upper House, be respectfully requested to take such steps as shall seem to them desirable to obtain the restoration of the words six hours for five hours in the schedule of agreement of managers with pupil-teachers."

The Lower House of Convocation, having thus requested the Bishops to use their influence with Mr. Mundella to get him to restore the six hours a week taken from the work of the pupil-teachers, has also interfered with another detail of the Code, which we think they might very well have left to the Vice-President and the Inspectors of Schools. They are of opinion that grammar "is of but little value to the children whose education is the object of the aforesaid Code," and therefore they think that girl pupil-teachers ought not to be compelled to adopt "English" for their class-subject, because the chief part of it is grammar. We give below the resolution of which notice has been given on this subject :—

Chancellor Briscoe presented the following *gravamen et reformandum* :—

"That, by the New Code of Regulations of the Committee of Council for Education, if one class subject only be taken up by children, that class subject must be 'English.'

"That in girls' schools the subject of paramount importance is sewing, but that by the regulations of the aforesaid Code it cannot be taken up as a class subject unless the school is a 'mixed' one, and 'English' be taken up also.

"That the grammar required in Standards V. and VI. is, comparatively speaking, of but little value to the children whose education is the object of the aforesaid Code, but yet it forms the chief part of 'English.'

"That this 'protection' to English is not in accordance with the notions of freedom now generally entertained.

"*Reformandum.*—That their lordships the bishops of the Upper House be requested to take such steps as shall seem to them desirable to obtain for the authorities of elementary schools a free choice of the class subjects named in the aforesaid Code."

REVIEWS.

The Teacher's Manual of Object Lessons. By A. Park, F.R.G.S. Manchester and London: John Heywood.

MR. Park has here given Notes for fifty-one lessons on the Animal Kingdom, Vegetable Kingdom, Mineral Kingdom, and the Industrial Arts, physical and sanitary. The Notes are illustrated by over fifty woodcuts, drawn with great clearness, which will be a great help to the teacher for reproduction on the blackboard in giving the lessons. If a teacher in one of our elementary schools were to give one of these lessons every week to the upper class in his school, he would find it a means both of adding to their knowledge and increasing their intelligence. There is an amount of detailed information in this book which would make it very valuable to any teacher, more especially useful to a pupil-teacher, or a student in a training college. Mr. Park arranges his Notes in three columns, Heads, Matter, and Method. The time required to give the lesson is stated at the commencement of the Notes, as also the apparatus required and the object of the lesson. The work is dedicated, by permission, to the Right Hon. A. J. Mundella, Vice-President of the Committee of Council, and we have no doubt that it will be found very useful as a handbook on this important subject for teachers and pupil-teachers.

SHORT NOTICES.

Cassell's Illustrated Bible, with Coloured Plates, is being now issued in monthly parts, to be completed in about thirty-eight parts. Part I. is now lying before us, containing a beautifully coloured illustration of the Captive Maid (2 Kings, v.). The text and woodcuts are a re-issue of the well-known Illustrated Bible of the Messrs. Cassell. Those who wish for a handsome copy of the Holy Scriptures, containing about forty coloured plates, as well as nearly a thousand wood engravings, cannot do better than subscribe to this edition. The coloured plates are far superior to the illustrations in colours contained in ordinary copies of the Bible. Each number contains thirty-two large pages; the text is clearly printed on good white paper; and the marginal notes and references are most clearly given. *The Bible Educator* (Part II.) contains a special plate (drawn by W. Holman Hunt) of Nazareth, with figures underneath pointing to interesting sites and buildings. There are in this number a collection of useful articles on Bible subjects, including "Difficult Passages Explained," by Canon Spence; "The Old Testament," by Dr. Payne Smith; "Scripture Biographies," by Dr. Hanna and Canon Norris; "Difficulties of the Gospels," by the Rev. Canon Elliott, and others. To Sunday School teachers, pupil-teachers, and certificated teachers, this work will be found very useful. *The School Newspaper* for May contains its usual amount of instructive and entertaining reading. Mr. Gladstone's address to the Harrow Boys is given, and there is an account of the execution of Lady Jane Grey, to which a woodcut is attached. *Murby's Scripture Manuals* (*S. John*) contains a good body of explanatory notes on passages in the fourth Gospel, a summary of the chapters, together with lists of miracles and parables, references to passages in the Old Testament, and Biographical Notes. *The Educational Record* for April contains particulars of the Training Colleges and Elementary Schools in connection with the British and Foreign School Society, with the usual editorial notes. *The Sword and Trowel*, edited by Mr. Spurgeon, contains many interesting articles on subjects mostly connected with the Baptist denomination. There is a very able paper, given first in the number, "How Jesus trained his Preachers," by Pastor C. A. Davis, of Bradford. We have received specimen copies of a new plan of teaching the French, German, Italian, and Spanish languages in fourteen monthly twopenny parts. The languages are taught according to Hossfeld's new method, and any of our readers, wishing to try them, might easily and inexpensively obtain any one of the different series. The publisher is Mr. William Poole, of Paternoster Row. *The National Church* for May contains a sensible article on modern preaching, with other shorter articles. It is an interesting number. *The Shield* is the organ of the National Association for the Repeal of the Contagious Diseases Acts, a matter which, we are happy to say, does not come within the category of our duties to dilate on. We have received copies of the *Journal de l'Instruction Publique*, published at Montreal, for March and April. The April number contains a set of interesting lessons on a sponge, and other subjects, in addition to a great variety of useful papers.

THE TRADE OF AGITATION.

WHILE the enthusiastic applause which greeted Mr. Mundella at Sheffield is yet fresh in our memory, we are informed of a "Conference with Members of Parliament, to place the opinions of the teachers on the New Code, expressed by the Sheffield Conference, before the honourable gentlemen." Teachers in the country are urged to put pressure on their representatives, it being shrewdly surmised that without such pressure, they will not attend. "It is, therefore,' we are told, "of the utmost importance that the local associations should immediately communicate with their parliamentary representatives, and ask them to be present at the Conference."

This Conference will have held its sitting, and have been mostly forgotten before this journal is in the hands of its readers. But what is said or done at the Conference is of little importance in our view, compared with the new evidence it affords of that demoralization of the Union, of which we treated in our last number. To-day, there is to be a Conference with Members of Parliament; next month it will be the Council Office that will be besieged; then there will be a Conference of friends of education on some question or other supposed to be urgent; afterwards, another deputation will beg to be admitted to the London School Board. The question irresistibly forces itself upon our attention, what would become of the National Union of Elementary Teachers without deputations and conferences? Like the ancient Pharisees, they do all their work to be seen of men; and like them, also, they will have their reward.

St. Paul's advice to his converts that they should study to be quiet, and mind their own business, evidently does not suit the leaders of the Union. Agitation is the very breath of their nostrils; without fuss and publicity, they could not survive six months. They are so fully conscious that they have nothing else to show to their constituents; no results more solid or durable; that they cling to agitation as their last and only resort. It is not that they do not love Mr. Mundella. Oh, no! "Mr. Mundella is the teacher's friend," although almost in the same sentence, it is declared that his action has been unfriendly. We are told that "some of the evils of the moribund Code which Mr. Mundella avowedly sought to remedy will be intensified if the Code be interpreted as they see it can be." "What wonder then," we are told, "if they continue their agitation, and strive to influence public opinion?"

We ourselves can see a more excellent way in which the Union might shape its policy, but it is a course which the leaders of the Union

obstinately refuse to follow. Pensions for aged teachers are not required, in the opinion of these men, except for teachers certificated before 1861. So urgently do the teachers before 1861 require pensions that loud remonstrances are made to the Education Department that the original sum allotted by Parliament, is not sufficient for the purpose. But a teacher certificated in 1862 or 1863 does not, in the opinion of the leaders of the Union, require a pension at all. The Teacher's Provident Society is big with blessings, ready to burst upon his head, if he will only enter it. Last year twenty-seven teachers out of some twenty thousand did actually avail themselves of those great advantages. Twenty-seven members were admitted, but five withdrew, so that the increase of members for 1881 was exactly twenty-two. We should like to see the names of these twenty-two persons, who, with robust faith, are looking to the Provident Society for pension in their old age. But we should very likely be told that many of these members have not joined the society for a pension at all, a fact, if it is a fact, that simply intensifies the failure.

Mr. Mundella some time ago made a statement implying that he was prepared to carry into effect a scheme of superannuation for teachers. But so far were the leaders of the Union from welcoming his observations, and agitating for the completion of a plan of this kind, that from that day to this they have never ceased to denounce the scheme and discourage it by all the means in their power. There is scarcely a certificated teacher in the country who would not enjoy his nightly rest more sweetly if he were conscious that in his old age he were provided for, and that at his death (if he died before the pension commenced) there would be something for his wife and children to fall back upon. Instead of the bread for which teachers are hungering, they are offered the stones of the Provident Society. Whatever the annual sum is that is required to provide a pension for teachers, the State should pay the half of it, and compel the teachers to pay the other half. If, when teachers are young and thoughtless, they were somewhat to resent this interference with their freedom, few years would elapse before they began to feel thankful for such a benevolent form of coercion. One reason why the Union does not bestir itself to obtain such a benefit for the whole profession is, perhaps, that the privilege would not be confined to its own members. The great blessings secured to teachers by the Provident Society can only be obtained by joining the Union, and it would be curious to know if any one of the twenty-seven members who were admitted to the Provident Society last year joined the Union expressly on this account. Our own view is that

the Union would be immensely stronger than it now is if it could point to the establishment of such a useful system as any good system of superannuation would be. We think it would succeed better than the present policy of perpetual agitation for the amendment of the Code. Members of Parliament will by and by be sick of the name of the New Education Code, and even teachers will be weary of the perpetual iteration of a subject which is not perennial in its attractions. Let the leaders of the Union give up the trade of agitation, and seek to benefit their class by establishing a system which will secure to every teacher a slender allowance of daily food and shelter when his life's work in this world is done. If the rank and file of the party are not sufficiently educated up to this point, let them follow the example of the greatest party leader this country has produced, and educate their party.

THE BLUE BOOK FOR 1881.

(Third Article.)

MR. WALTER BAILY, who inspects schools in the Metropolitan District of Hackney, has some sensible remarks in his report, on the condition of voluntary schools in the metropolis. He describes their state generally in the following suggestive sentence: "Some voluntary schools are doing very good work, but others are poor, and show no sign of improvement, while some small voluntary schools are extremely bad, and their existence can only be regarded as doing harm." But it seems that these voluntary schools have their uses, and that the lower middle class would rather send their daughters to them than to Board Schools, for social reasons. A curious result, arising from this circumstance, is that while the Board Schools contain the best and cleverest boys, the voluntary schools have the most forward girls.

The lower middle class, who are obliged to use the elementary schools because there is nothing between these schools and others far above their means, often object to send their children to the board schools, and send them in preference to voluntary or private schools where, though the education may be inferior, the tone and manners will be more suitable to the class to which the children belong. The tendency to which I have alluded will naturally operate more strongly in the case of girls than in the case of boys or infants. The latter would be deemed too young to learn much harm or to acquire much roughness of manner, and there would be plenty of time before them for unlearning; and as for the boys, they would have to be turned out into the world pretty soon, and it would not much matter whether they began to rough it a little sooner or a little later. With girls the question is not the same. Parents are anxious to keep them from rough companions and to send them to schools frequented by their own class. Accordingly, in the inferior voluntary schools, the girls' departments are more flourishing than the boys' or infants' departments, and some voluntary schools contain no boys' departments at all. In the list of schools given in the Appendix, and explained further on, it will be seen that in comparing the board and voluntary schools with reference to the forwardness of the children, the boys' departments of the board schools are on the whole more advanced than those of the voluntary schools, four board schools standing higher than any voluntary school; but that the girls' departments of the board schools are on the whole below those of the

voluntary schools, for we have to pass seven voluntary girls' schools before arriving at the most advanced girls' school under the board. The pick of the boys is got by the board schools, and where the board schools are pretty full the dull or irregular boys are not unfrequently ejected from them by some process or other, or go willingly to the voluntary schools to escape strict supervision. On the contrary, the better class of girls tend to go to the voluntary schools, and though well taught in some cases, are in others receiving a very indifferent education.

Mr. Baily thinks that "the feeling which prompts parents to place their children above low surroundings should be respected, instead of being decried as 'stuck up,'" and he goes on to suggest that "much good might be done by a few high-priced schools placed among the others." He suggests that such subjects as French might be taught in these schools. We should have thought, however, that the present system of leaving the lower middle class to the voluntary schools, and the elementary class to the Board Schools is working tolerably well, and that it would be foolish and extravagant to disturb it.

Mr. Baily incidentally mentions that assistant teachers in Board Schools are not able to gain much experience of school work.

Assistant teachers, I may mention, gain far too little experience of school work in Board Schools. Each teaches his own class, in his own class-room, and sees little of anything else in the school. One day or half-day in every week ought to be set apart for an examination, and every teacher ought to examine the class of some other teacher, taking the classes in succession, so that in the course of a few weeks he would have gone through all the work of the school, and would have had his own class examined by every other teacher. With this weekly variation, the assistant teachers would not find their work so monotonous as it is now, and they would gain valuable experience from one another.

Mr. Baily has much to say in reprobation of the percentage system, which, since the date of his report, is more strongly fixed in the Code as recast by Mr. Mundella. "The fallacy of the percentage test," he writes, "may be shown by the case of the Dalston Congregational Boys' School. The school was put under inspection in 1878, and the boys were presented in standards so low that not a failure occurred. Judged by the percentage test, the school would have appeared the best school in the district, but when the ages of the boys were taken into consideration, it was evident that the school was very backward."

Mr. Baily is very trenchant in his criticisms, but we must bear in mind while reading them, that there must be a Code of Regulations, and no Education Code that can be devised by the art of man, will be strong in all points. The present Code provides for a general average progress; one can imagine a Code in which a child could pass the subjects of the standards separately, *i.e.*, could have passed, let us say, Standard IV. in Reading, but only Standard II. in Arithmetic. The work of the Council Office would be greatly increased if such a system came into operation, but we quite agree with Mr. Baily that under the present arrangement, there is a great waste of time and labour, for which a remedy should be sought. Mr. Baily would find the remedy in keeping the boy or girl to

the backward subject, which we fear would simply make the subject intolerably distasteful to the scholar, and not lead to much greater progress.

The regulation one standard a year may be achieved, but no more, however easy it might be to the child to make the advance. Girls often come from private schools where they have learned to read very well, but are backward in arithmetic. They are put into the first or second standards, and are condemned to spend part of every day in reading from two small very easy books, and in learning dictation from the same books, so that all the time given to reading and writing is completely wasted. Now what would be the proper way of dealing with a girl who comes to school very forward in some things and very backward in others? Surely to excuse her the lessons in which she is forward, and while those lessons are going on to set her to do some work in which she is backward. But teachers tell me that this cannot be done; it would be so complicated, and would require so many more class rooms, and such a much larger staff of teachers. The excuse is not a valid one. The work of an assistant teacher in a large school is extremely simple compared with the work which every teacher of a village school has to accomplish. The assistant teacher has generally only one standard, or even only part of a standard, while the village schoolmaster has often, unaided, to teach six different standards, besides infants. Were the assistant teacher to employ but a portion of the intelligence and discrimination which the village teacher cannot help employing, he would find that there is really no difficulty in looking after the individual children and adapting their work to the separate needs. The fact is, that most teachers seem never to have conceived in their minds that the children have any interest in the matter, but look upon them as mere machines which are to be worked up to a certain point, to repeat an expression which a master actually used. I was much struck by hearing one, who had been a successful teacher, say that it was rather hard to expect teachers to put children forward, because when the children had passed the 6th Standard they would not earn as much grant. I pointed out that on the other hand it was hard upon a child to be kept a year in his studies in order that the school might possibly earn about 5s. more, and the admission was then made that this was looking at the matter from quite a new point of view.

Mr. Baily is simply doing his duty in writing in this strain, but he is well aware that teachers are engaged by the managers, and that if he were a teacher himself, he would be bound to look after the interests of the managers. The chief interests of the managers is the obtaining of a large grant for the school. If Government paid teachers directly, as very possibly would be the wisest plan (for rates and taxes are the same kind of thing under different names, the tax being equal and fair, the rate very often unequal and unfair), it would be possible for Mr. Bailey to get teachers not only to see the matter from his point of view, but also to act in the same direction. An attempt is being made in the Mundella Code to secure both advantages. The inspectors are going to try to make teachers give up looking after the interests of the managers, and do simply what the inspector advises. The teacher, in future, who acts according to the inspector's advice, and consequently gets a smaller percentage, is to be rewarded by his school being pronounced "good," though the managers looking at the grant may think it not very good. On the other hand, the teacher who still aims at a large percentage, and consequently gets a good grant, is to be punished by his school being pronounced "fair." We know from Scripture that "No man can

serve two masters," and it will be seen whether, under the New Code, the teachers will now forsake the managers and take the side of the inspectors.

We cannot help acknowledging that this report of Mr. Baily's is full of valuable matter, and one paragraph, with which we strongly sympathize, is on the subject of "Defective Eyesight" among children.

While I am dealing with the question of overwork, I must not omit to call attention to the prevalence of bad eyesight among the children. We must remember that in London the children are breathing a vitiated atmosphere, and have much less opportunity for healthy recreation than children have in the country, and also that in the poorer parts the children are underfed. Consequently there is a tendency to weakness of sight. Now, as soon as a child's sight is at all weakened that child does not do his lessons as well as the others do, and therefore has to spend more time over them, and is kept in after school hours for extra work, or for punishment. His health, which was already weak, becomes weaker; the strain on his eyes is increased, until before long a defect in his eyesight is developed to such an extent as to be apparent to the teacher. Then perhaps the child is not pressed so much, but an amount of mischief has been done which may be very difficult to cure. The cause of the prevalence of weak sight ought to be thoroughly investigated, but there can be no doubt that if a child whose sight is at all weak is kept in for long hours of school work the weakness is aggravated.

Mr. Balmer, in his report on the Cheltenham district, has some sensible observations on the defects in teaching arithmetic, and how a scholar who fails in that subject one year is little likely to succeed in it the next. He seems to think that the only remedy for this sort of thing is the plan we have before alluded to, viz., having separate examinations for each of the three subjects.

Arithmetic is not so successful as the pains bestowed on its teaching ought to make it. On the whole, I believe it is better taught in the district than it was when I wrote my last general report. But in too many cases principles are not sufficiently attended to. Often and often a disappointed mistress (the remark less commonly escapes masculine lips) exclaims that her failing pupils can do much harder sums. The fact is that they have been taught to do sums of one special type. In Standards I. and II. it may be they have been taught to expect a certain number of figures, a less number staggers them, and they intercalate a cipher at random to complete the accustomed number. Sometimes an emphasised "and" is the teacher's signal to the class that a 0 occurs in the notation. The statement of a subtraction sum receives no adequate teaching. Pupils are accustomed always to write down the *minuend* before the *subtrahend*. If the examiner tells a 2nd Standard to subtract a less number from a greater, rather than from a greater to subtract a less, the sum is inverted and the result is grotesque. With similar disregard of principles and attention to mere form it often happens that an easy problem in compound addition, if it involves but two lines of figures, is treated as a subtraction sum, for no other reason than that subtraction sums consist of two lines. In my last report I observed on the necessity of teaching being always in advance of the examination level. This is not so much the case as it should be, and many failures arise in consequence. Others are due to the rule in the Code which compels a child who has passed in two subjects to be presented in a higher standard at the next examination. A boy has barely scraped through in reading and writing, and failed in arithmetic. The following year he has to submit to a more advanced test in the last subject. The chances against him are then considerably increased. The same fate may be his the second year. The chances of his picking up lost ground, so as to pass in arithmetic the third year, are almost *nil*. The complexity of examinations would be considerably increased if the same child could be examined in different standards for each of the three R's. But this danger would be diminished by the rule which requires a pass in all three subjects as a condition of a certificate.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on April 27th, a further discussion took place on the subject of "Higher Elementary Schools," but the question was again adjourned.

At the meeting of the Board on May 4th, a discussion took place upon a proposed alteration in the Code of Regulations for the Guidance of Managers and Teachers, on the subject of Corporal Punishment.

CORPORAL PUNISHMENT.

Mr. B. S. Olding moved :—

"That the following words be added to Article 33b of the Code of Regulations for the Guidance of Managers and Teachers :—"'(iv.) Whether due observance has been given to Article 126 with respect to the infliction of corporal punishment and to the entry of every such occurrence in the punishment book.'" He called attention to the fact that the School Management Committee, in considering questions relating to the increase of salaries of teachers, took various points into consideration, namely, in regard to the attendance of the children, their qualifications, and so on, and this additional point he proposed as a means for the better ascertaining whether the rules of the Board in regard to the infliction of corporal punishment were carried out in the schools. In view of certain other suggestions that had been made with regard to corporal punishment in the schools, he thought this means of meeting the difficulty would be steering a middle course, and would be neither too severe nor too lax, but would be sufficient to make the teachers understand that the Board intended that their rules should be carried out.

The Rev. J. Diggle seconded the motion.

Mr. Ross thought that the term "corporal punishment" ought to be defined, inasmuch as some persons understood that if a teacher gave a child a tap on the shoulder not sufficient to remove a fly, that was corporal punishment, but in his opinion that was absurd.

Mr. H. Gover pointed out that however desirable it was that Mr. Olding's view should be carried out, he did not see that there would be any means of doing so, nor could he see how such means could be easily applied.

Dr. Gladstone, replying to Mr. Gover, said the committee would be able to ascertain tolerably well from the inspectors' reports, and in other ways, whether the rules of the Board were carried out, and he thought the additional regulation proposed would have a good effect without taking more severe measures.

Mr. Mark Wilks did not see any reason why the Board should not agree to the proposal, inasmuch as it was virtually acted upon at the present time.

On a division, twenty voted for the motion and six against it. The motion was therefore carried, and it was ordered that a copy of the additional regulation be forwarded to all the head and assistant teachers under the Board.

Mrs. Surr then proposed "That the Home Secretary be requested to permit all truants who have been sent to Industrial Schools at the instance of the School Board, and who have remained there six months, to return to their homes, if they have any." The matter was discussed at some length, but at the end the "previous question" was carried by twenty votes against seventeen.

It was agreed, on the motion of the Chairman, that the Board should adjourn for the Whitsuntide vacation from May 25th till June 15th.

A discussion afterwards arose upon a subject of interest to teachers, viz., the dismissal of teachers, because they "had involved themselves so deeply in pecuniary difficulties as to have forfeited the confidence of the

Board." We give the report of this part of the proceedings from the *School Board Chronicle.*

SCHOOL MANAGEMENT COMMITTEE—TEACHERS AND MONEY-LENDERS.

Mr. Mark Wilks moved the adoption of a report of the School Management Committee, containing the following recommendations :—

"28th April, 1882.

"The committee have to report that, on a report from the Finance Committee, they immediately removed, on the 24th April, Mr. W. Scott Gill and Mr. H. Hickman, from their positions as head master of the London Fields' (Hackney) School, and assistant master of the Ben Jonson School, Stepney, respectively, and authorised the payment of three months' salary and one month's salary respectively, in lieu of notice. They recommend that their action be confirmed."

Mr. Wilks, in reference to the removals of Mr. Gill and Mr. Hickman from their positions as teachers, explained, in answer to Mr. Diggle, that these teachers had, in the opinions of the School Management and Finance Committees, involved themselves so deeply in pecuniary difficulties as to have forfeited the confidence of the Board.

Mr. Diggle entered at length into the cases, and asserted that the machinery of the Board had been used for the collection of debts to money-lenders. He stated that a certain "Professor" Redmond, a conjuror, had lent money to the teachers at a high rate of interest, and had applied to the School Management Committee to stop the money from their salaries. The committee had, while dismissing Gill and Hickman, given notice to teachers generally that they would be treated in the same manner if they got into similar difficulties, and this was, Mr. Diggle contended, using the machinery of the Board for the collection of debts. He considered that the teachers who had been dismissed were sinned against as well as sinning.

Mr. Freeman entered at length into the cases and denied that the machinery of the Board had been used in any way for the recovery of debts owed by teachers. They had only desired to get rid of these persons who had misconducted themselves, and to seriously warn other teachers against similar misconduct. The Board must put its foot down on this system of borrowing money by the teachers. The Committee felt that they could not entrust money in the hands of men who were so seriously involved in pecuniary difficulties.

Mr. Roberts said for the sake of the teachers they ought to have a stern and harsh rule made known to all teachers that if they allowed themselves to get into the hands of Jew money-lenders they would be subject to instant dismissal.

Miss Taylor contended that the Board ought not to pay the whole salaries of the school staff into the hands of the head teacher.

Mr. Richardson said that if they went to the bottom of the matter they would find that this evil was a result of paying part of the salaries monthly and keeping a large amount back for several months. The consequence was that teachers spent their share of the grant before they received it and got into debt. He hoped they would soon pay the teachers by fixed monthly sums.

Mr. Wilks, in reply, agreed with Mr. Richardson in hoping that the teachers would soon be paid by fixed salaries. He said the reasons why Mr. Gill and Mr. Hickman had been called upon to resign were well known among the teachers and would serve as a warning.

The report was adopted.

We have no wish to use these columns for the purpose of defending teachers who have had the folly to live at a greater rate than their incomes would allow them, and who have also had the far greater folly to fall into the snares of money lenders. But we would like to ask the simple question, if Messrs. Gill and Hickman had been clerks in Her Majesty's Treasury, or Her Majesty's Foreign Office, would they have been dismissed for such irregularities as these? With the information at present at our command, we should answer that the heads of these departments would not dismiss their subordinate officers for such

errors. The question then arises, whether teachers in an elementary school should be expected to conform to a higher standard of duty than officers directly serving under the Government? Perhaps they should. There is much to be said on both sides of the question. But, we think, a more merciful policy than summary disgrace and dismissal might have been adopted in this case with advantage to all concerned. The erring teachers might have been removed from the neighbourhood, and degraded somewhat in rank and position. As the Government are now finding out in Ireland, drastic remedies do not always prove efficacious.

At this meeting it was announced that Mr. Scrutton, the late chairman of the Industrial Schools Committee, had resigned his position as a member of the Board. At the meeting on May 11th, a long discussion took place on a motion of the chairman's "That a letter be addressed to Thomas Scrutton, Esq., expressing regret that he should find it necessary to withdraw from the Board." An amendment to the effect that a simple acknowledgment should be sent was moved and seconded, but the original motion was carried by sixteen votes against fourteen.

The question of "Higher Elementary Education," was again considered at this meeting, and an amendment moved by Dr. Angus was adopted with general acceptance, which was to the effect "That after the protracted attention given by the Board to the subject of higher elementary education, the matter be referred to the School Management Committee to consider and bring up a scheme suited in their judgment to promote such education in the metropolis; and that all motions or amendments on the agenda be referred to them for consideration."

It is a question as yet unsettled whether school fees can be recovered by means of the County Courts. The following paragraph from the proceedings of the Scarborough Board refers to this matter.

ARREARS OF FEES.

The Clerk (Mr. Ascough) reported that, in accordance with the instructions of the Committee, he had put the test cases for payment of arrears of school fees into the County Court. The Registrar would not hear them, because several decisions had been given against School Boards by various judges. The cases then came on before the Judge, and without calling upon him (the clerk) for any explanation they were awarded with costs against the parents, as also the costs of the witnesses, the money to be paid within a month.

NATIONAL UNION OF ELEMENTARY TEACHERS.

THE TEACHERS' BENEVOLENT FUND.

The monthly meeting of the Central Committee of this Fund was held on Monday, May 15th, 1882, at their office, 7, Adam-street, Adelphi, W.C., when the following members were present:—Messrs. Morgan, Hilton, Neill, T. H. Smith, Tomlinson, Vincent, Voisey, Cutler, Pink, and Jeffries (Assistant Sec.). The minutes of the meeting of April 17th were read and signed, and the election to the Central Committee (by the Executive) of the following gentlemen was reported:—Messrs. H. Clark,

Hodgson, Maidment, Neill, Payne, C. Smith, Sneath, Voisey, and R. Wild, B.A. It was resolved: "That ten additional members be elected at the next meeting, to complete the number required by Rule 5, as amended at the annual meeting." Nominations are to be sent to the Secretary before the June meeting. The Assistant Secretary reported that the Committee of the Church Schoolmasters' Benevolent Institution had acceded to the wish of the Central Committee to exchange monthly lists of applications for relief that came under consideration. Much satisfaction was expressed with this mutual arrangement.

On the motion of Messrs. Voisey and Vincent, Mr. E. T. Morgan was re-elected to the office of Chairman, a position he has held from the commencement of the Society. The devotion which Mr. Morgan has displayed for the prosperity and good management of the Fund was recognised and expressed by various speakers, and he was re-elected *nem. con.* Mr. Tomlinson having withdrawn from the Vice-Chair, several other names were proposed, but eventually the election was deferred to the next meeting. A finance committee, consisting of the officers of the Fund, Messrs. Neill, Cutler, and T. H. Smith, was appointed, and the officers of the Fund were appointed an emergency committee.

The repayment of loans was thought to be satisfactory in most cases, but in others instructions were given to apply to the sureties. A request was made by an annuitant for an advance to enable him to reach Australia. This was agreed to conditionally on his relinquishing his claims on the Fund. An application for a loan was granted on coudition that a second surety be found. Five cases of relief were considered; three were granted, one deferred for further inquiry, and one not entertained. A cheque for £32 was ordered to be drawn for the amount of the loan and relief granted. A hearty vote of thanks was passed to the Salford Teachers' Association for a donation of £5.

THE TEACHERS' ORPHANAGE AND ORPHAN FUND.

The first meeting of the newly elected Council of the above fund was held at 7, Adam Street, Adelphi, W.C,, at 8 p.m. on Friday, the 5th inst. There were present Mrs. Barnett, Mrs. Burgwin, Miss Carter, and Messrs. Sykes (chairman), W. E. Moore, M.A., Devonshire, Day, H. Clark, Morrell, Tomlinson, Clarkson, Waugh, Webb, Greenwood, Wells, W. R. Russell, Tattersall, Girling, Heller (secretary), and Jeffries (assistant secretary).

The minutes of the last meeting were read and signed, and authority was given to the trustees to deposit the scrip, &c., in the rooms of the Deposit Safe Company. After the elections to the Council by the annual meeting and by the Executive had been reported, Mr. Wells was elected to fill a vacancy. Mr. Sykes was nominated as Chairman of the Council for the ensuing year, but at his earnest request the nomination was withdrawn, and Mr. Wells, the Vice-Chairman, was unanimously elected. Mr. H. Clark and Mr. Lethbridge were nominated to the vice-chair, but each withdrew his name, and Mr. J. Tidmarsh (Brighton) and Mr. T. Abbott (Sheffield) were proposed. In the absence of these gentlemen, and to afford an opportunity of consulting them, the election was deferred. The following members were then appointed a Finance Commitee: Messrs. Sykes, Devonshire, Tomlinson, Cutler, H. Clark, W. R. Russell, Oakley, Clarkson, Tottle, Vincent, Waugh, Tattersall, and Wells. The Council will meet on the first Friday of each month at 7-30 p.m., and not at 8, as heretofore.

The following recommendations of the Finance Committee were accepted by the Council: (*a*) That the question of voting power of collectors and corresponding members be decided. (*b*) That the magic-lantern apparatus be put in order for use next winter. (*c*) That a cheque be drawn for the Orphan-day expenses (1881). (*d*) That a report be published containing the rules, list of subscribers, list of orphans receiving home allowances, balance-sheet, &c.

Mr. Devonshire stated that £76 11s. 5d. had been received since the annual audit, and £68 8s. 6d. had been expended, leaving a balance of £2,830 2s. 4d. standing to the credit of the fund. A vote of thanks was passed to the Hackney Association for a donation of £20 made during the past month.

The Assistant Secretary reported that he had visited schools in Southwark, Chelsea, Westminster, Finsbury, and Hackney, and that in each of these associations,

as also in Tottenham, there was now a corresponding member. With scarcely an exception, the teachers had readily consented to work for the fund in one way or another. Nearly 5,000 collecting cards had been sent out, chiefly to London schools.

The Council resolved to hold an election of Orphans to Home Allowances on the day appointed by Rule 45—viz., the last Saturday in June. Four additional orphans will then be elected. Twenty children are now receiving allowances from the Orphan Fund.

Notices of motion, by Mr. Lethbridge, dealing with the General and Special Funds (Rule 3), Quarterly Reports to the Executive (Rule 11), and the election of patrons and vice-patrons, were deferred for future consideration.

The following notice of motion was handed in by Mr. Waugh: "That in the opinion of this Council it is desirable to take steps towards securing an amalgamation of the Teachers' Orphanage and Orphan Fund and the Teachers' Benevolent Fund."

After the correspondence, which was not special, had been reported, the meeting adjourned.

The following "Orphan Day Contributions" have already been received at the office of the Teachers' Orphanage and Orphan Fund, 7, Adam Street, Adelphi, W.C.:—

	£	s.	d.
Gates, Mr. S., W.S., Drayton Park, Highbury, N.....	2	7	3
Tidmarsh, Mr. J., St. Stephen's School, Brighton	9	10	0
Barriball, Mr. A., W.S., Hornsey Road, N.	2	5	0
Dalby, Mr. W., Wesleyan School, Southport	1	10	0
Russell, Mr. W. R., B.S., Wirtemberg St., Clapham, S.W.	7	6	6½
Wood, Mrs., Bd.Sch., Wirtemberg Street, Clapham, S.W.	0	6	0
Turner, Mr. C. P., St. Michael's School, Wood Green, N.	0	10	0
Key, Mr. J. H., " " "	0	10	0
Oakley, Master J. " " "	0	10	0
Michael, Master C., " " "	0	10	0
Burnley, Mr. J. A., " " "	0	10	0
Ewart, Miss A. " " "	0	10	0
Savage, Miss, Board School, Oxford Street, Plymouth ...	0	5	2
White, Miss M., Board School, King Street, Plymouth ...	0	8	9
Ruse, Miss Hetty, Board School, Wolsden St., Plymouth.	0	5	1
Ruse, Mr. J. F., Board School, King Street, Plymouth...	0	13	11
Fox, Mr. W., Wesleyan School, Langton Street, Bristol..	2	16	0
Harvey, Mr. T. S., Wes. Sch., Portland St., Leamington...	2	0	0
	£32	13	8½

CORRESPONDENCE.

NOTICE TO CORRESPONDENTS.

N.B.—The Editor is not responsible for the opinions of his Correspondents. All letters intended for insertion should be written only on one side of the paper. They should contain the real names and addresses of the writers, not necessarily for insertion, but as a guarantee of good faith. All letter and reports of meetings intended for insertion in the next number should reach us by the 20th inst.

THE CORRUPTION OF THE UNION.

To the Editor of the National Schoolmaster.

SIR,—I have read with much interest your article entitled "The Corruption of the Union." Although not prepared to go to the length you have, I still endorse some of the opinions therein expressed, and feel thankful to you for giving publicity to them.

I agree with you that the Sheffield Conference cannot be regarded as a complete success. As a social gathering of teachers, and as an effort to assist the funds, it was everything desirable, but for genuine useful Union work it was a failure. The agenda paper, perhaps, will in some degree account for this, but even with the meagre agenda presented there was sufficient matter for discussion to have made respectable work for the Conference. Setting everything else aside but the Code, there was sufficient in that to have utilised the energies of those who were determined on

business. But this was not brought on till the fag end of the meeting, and then hurriedly considered. It is true the Code was considered in a minor degree on the question relating to a vote of thanks to the Education Department for their efforts, &c., but deliberate and satisfactory debate, such as would be worthy of an institution like the National Union of Elementary Teachers, was wanting. In looking back upon that vote of thanks, which you in your leading article comment upon, I cannot refrain from smiling. I was present and heard the arguments adduced; and I have been at association meetings and there have heard the expressions used in reference to those efforts and the result of them. Why, sir, one gentleman in the Conference indulged upon the simplicity of his audience by arguing that this vote should be passed because the Department had always received them courteously. Of course the Department would receive them courteously. Any deputation would be received courteously, but why we should thank them for their Code because of their courtesy is a matter I fail to see. As another gentleman put it, if the Conference approved of the Code as one calculated to improve the education of the country then by all means thank them, but if their opinion tended the other way, then let them not be shy to say so and act accordingly. It appeared to me there was a great hesitancy in giving candid expression of opinion, and if this hesitancy continue, Conferences will be unavailing. Nevertheless, there were some who did not view the resolution with favour, and their remarks were applauded, and as you are aware, as originally proposed the resolution did not pass. But, sir, if in the Conference Hall declamation against Mr. Mundella his works was made, why in the banqueting room was he and his speech applauded to the echo? I should like some member of the Executive to answer this.

I cannot help thinking you have given too much prominence to the new president. I do not think you need fear his being made an inspector. To perform the duties of such an office the individual appointed must at the least be a scholar, and in reference to the gentleman in question we have only to remember his *celebrated* speech at Brighton. You have done good service in directing attention to the chant-praise faculty, which not only the new president possesses but other leaders of the Union. I heard those phrases quoted by you, and I cannot do otherwise than describe them as simply indecent. There is too much of this kind of thing, and the sooner it ceases the better. For my own part, if it be necessary, I would rather give a good hard knock and be prepared to receive one. At all events the chant-praise faculty must not be over-strained, or I feel sure the right-thinking and modest members of the Union will begin to think they are not members of a powerful and gigantic institution, but little bits of a huge nasty fuzz-ball.

It is a question of momentous consideration whether the frequent communications with the Council Office are beneficial to the Union, and whether the time and energies so spent could not be used to greater advantage in another direction in instituting schemes for the individual welfare of the members. From an experience with teachers I know well that the main reason with many for not joining the Union is that the benefits to them as individuals amount to *nil*, and, notwithstanding all we may say about high-mindness, disinterestedness, and general good, it is only human nature to consider first the personal advantage.

These are a few thoughts which have occurred to me on reading your valuable article. There are many in the Union who think with you and me, and if your article and this letter have only the effect of directing teachers to what may appear a radical change in the Union policy, I feel sure the work, unlike the Sheffield Conference, will not be in vain.—I am, sir, your obedient servant,

DIKE.

EDUCATIONAL NEWS.

BRITISH AND FOREIGN SCHOOL SOCIETY.

THE Seventy-seventh General Meeting of the British and Foreign School Society was held on Tuesday, April 25th, at Cannon-street Hotel. Lord Aberdare occupied the chair, and among those present during the proceedings were—Lord Fortescue, Professor Thorold Rogers, M.P., Sir S. Waterlow, M.P., Mr. A. Pease, M.P., Mr. J. S. Stevenson, M.P., Mr. A. Cohen, M.P., Mr. H. Mason, M.P., Mr. Rathbone, M.P., Mr. C. S. Roundell, M.P., Mr. J. W. Pease, M.P., Mr. Theodore Fry, M.P., Mr. S. Palmer, M.P., and the following members of the London School Board:—Mr. E. N. Buxton (Chairman), Mr. Freeman (Vice-Chairman), Miss Muller, Miss Davenport-Hill, the

Rev. T. D. C. Morse, the Rev. G. M. Murphy, Dr. Gladstone, and Messrs. S. C. Buxton, T. E. Heller, A. Hawkins, W. S. Gover, Henry Spicer, &c. The proceedings began at half-past twelve o'clock with a breakfast, and at one o'clock the actual business of the meeting commenced.

The Secretary (Mr. Alfred Bourne, B.A.) read the 77th annual report, in the opening paragraphs of which it was stated that while a conscience clause is now conceded in most elementary schools the same cannot be said of the training colleges, 84 per cent. of the accommodation being in denominational colleges, without a conscience clause. Reference was made to the serious losses experienced during the year in the death of Mr. Henry Pease and Dean Stanley, and two of the oldest and most active of the committee, Sir Hugh Owen and Mr. Samuel Gurney. The committee reported the addition of elementary mental science to the curriculum at the Borough-road college, the stage reached in the movement for a much-needed increase of accommodation at Stockwell College, and the munificent offer of a site and £10,000 for the building of a new college in the eastern counties for training infants' mistresses. As to the elementary schools managed by the committee, it was briefly stated that they are prosperous, though suffering, in common with others of the class, from the migratory habits of the juvenile population; and that, taking into account the Board schools, which are almost entirely "British," there has been a large increase in the number of undenominational schools. The society's colleges were quite full during the year, and the number of eligible candidates rejected for want of room was larger than the number actually received. Of the 225 who were received as students in January, 1880, 5 were unable to complete the course, and 220 left at Christmas, 1881. All passed the certificate examination with credit; 118, *i.e.*, 54·1 per cent. in the first division; 87, *i.e.*, 39·9 per cent. in the second division; and 13, *i.e.*, 5·8 per cent in the third; the percentages of the other colleges taken together being 38·1 first; 49·4 second; and 11·9 third. None of the students at the society's colleges were placed in the fourth division; all therefore left the college with second-class certificates. All but 6 are competent to teach singing; 118 have full drawing certificates, 94 being recognised as qualified to teach one or more of the five branches; and 51 gained while at college credentials as to ability to teach one science, 43 to teach two, 24 to teach three, 25 to teach four, and 7 to teach five sciences. Of the students who left at Christmas, 27·2 per cent. are Episcopalians; 21·8 per cent. Baptists; 20·9 per cent. Congregationalists; 15 per cent. Methodists; 10·4 per cent. Presbyterians; 4·5 per cent. belong to other denominations. The family worship at the colleges, in which all have joined, consists of Scripture reading, singing, and prayer, and the Bible is studied as part of the regular work and also in voluntary classes—the right of private judgment being fully recognised. No creed or confession of faith is imposed, and the students are expected to attend places of worship connected with their own denomination of Christians. Many of the students had received appointments before they left the college, and on the 15th April all but 28 had entered on their work at average salaries of £95 and £75, *i.e*, 87·6 per cent.—76·8 per cent. of the young men, and 95·1 per cent. of the young women. In the conclusion of the report the committee called attention to the fact that more than 200 intelligent and well-conducted Christian young people are received and sent out annually, qualified to earn a respectable living in a calling which is fraught with blessings for the race.

The Treasurer (Mr. J. Gurney Barclay) presented the financial statement, which showed receipts to the amount of £23,349 8s. 10d., and an expenditure of £22,868 14s., leaving a balance of £480 14s. 10d. With the addition of the money locally received and spent at Darlington, Swansea, and Bangor, the figures become, receipts £31,892 17s. 2d., expenditure, £31,623 13s.; balance, £269 4s. 2d. The excess of income had enabled the committee to reduce the balance of accumulated deficiencies of previous years from £1,723 to £1,242.

Lord Aberdare moved the adoption of the report. In the course of his remarks he referred at length to the New Revised Code. He expressed strong dissent from the opinions of the advocates of a permanent fixed Code, and contended that frequent revision was necessitated by the constantly growing demands of education. He believed the New Code would give general satisfaction. He warmly supported the movement for increased undenominational training accommodation for teachers.

The meeting was also addressed by Mr. E. N. Buxton, Mr. Theodore Fry, M.P., Mr. G. Palmer, M.P., Mr. Sydney Buxton, and Mr. J. W. Pease, M.P. The report was adopted.

BISHOP OTTER MEMORIAL COLLEGE, CHICHESTER.

The annual meeting of the friends of this college was held in the National Society's Board Room on May 11; the Duke of Richmond and Gordon in the chair.

The Bishop of Chichester, in moving that the report be adopted, printed, and circulated, expressed his pleasure at having to move such a satisfactory report. He considered that the work done at the college was of the highest importance to the primary education of the country, as it ought in every way to raise the moral and social tone of the teachers.

Archdeacon Hannah, in seconding the resolution, said that on the previous Sunday he had visited the college in company with the Dean of Chichester, who addressed the students on Sunday evenings, and that he was struck with the general appearance of both the students and the college buildings.

The following passages are taken from the annual report:—

"The committee are pleased to be able to present a very favourable report to the friends of Bishop Otter Memorial College. They are rejoiced to see great signs of permanence and steady advance in every department of the work, and they feel that the best thanks of all are due to the lady principal and her staff for this happy state of things.

"The number of students has been maintained, and the year has again passed without any serious illness amongst them. There have been twenty-seven ladies under continuous instruction; and, besides these, there have been nine preparatory students who have been reading either for the Queen's Scholarship examination or for admission to the college as private students. At present there are twenty-nine in the college—fifteen being in their first and fourteen in their second year. There are also six in the preparatory class.

"Canon Warburton, H.M. Inspector for female training institutions, visited the college in October, and reported favourably upon the buildings, the teaching, and the work done. The Government written examinations were held in December, and the results from these are very good indeed.

	1st.	2nd.	3rd.	Failed.	Total.
Second year	10	2	0	0	12
First year	8	5	2	0	15

"Thus it will be seen that in the final year there were five times as many in the first as in the second class, whilst no other training college (male or female) obtained so large a proportion. The work of the first year students was also very good, it being surpassed by that of one college only.

"The Ven. Archdeacon Darby paid his annual visit in the autumn and examined the students, *viva voce*, in their general knowledge of religion. He expresses himself as greatly pleased with the intelligent answers to his questions, and he gave some very valuable advice to those who were about to leave the college.

"The first-year students obtained the highest average mark amongst the colleges for their knowledge of the Prayer-book.

"The great over-supply of teachers, owing principally to the large number of acting teachers admitted to the examination, has increased rather than diminished during the past year, thus making it more and more difficult to obtain suitable situations for the younger and less experienced students. As stated in last year's report, it can still be said that important posts with good salaries can readily be obtained for persons of some experience who have superior qualifications; and, though the younger students must be contented for a time with low salaries, they may look forward to advancement after a few years.

"A few fresh subscribers have come forward during the year, and some large donations have been received for the exhibition fund; but the committee remind their friends and the public in general that this work cannot be carried on without a considerable amount of annual subscriptions, and that they can only offer exhibitions when there have been some contributions to the exhibition fund. The committee have promised to give exhibitions of £10 a year to ladies who take a first class in both religious and secular subjects in the July examinations held in the college, and they hope that the liberality of their friends will enable them to continue this annually."

Miss Coxe, a former student, has just been appointed as mistress of the Central Girls' School, in Chichester, after an open competition.—*School Guardian.*

The National Schoolmaster.

SUMMARY.

THE *School Board Chronicle*, in its issue of June 3rd, has some caustic remarks on the reticence observed by the organ of the National Union, regarding the proceedings at the conference with members of Parliament. A member of the Executive Committee replies in the next number of the *Chronicle*, that it was at the desire of the M.P.'s that a verbatim report was not published of what took place at the conference. We subjoin below the remarks of the editor of the *School Board Chronicle*:—

> No further information has been published with respect to the proceedings of the recent conference of delegates of the National Union of Elementary Teachers with about ninety members of Parliament, in a committee-room of the House of Commons. The organ of the Union must have the credit of observing in this instance the same reticence that was imposed on other educational newspapers. It was very well known beforehand what points generally the delegates would urge, but what many of us would like to know is, what sort of reception these points met with at the hands of the representatives of the people. It cannot be supposed that for upwards of an hour the ninety legislators listened to Mr. Sykes, Mr. Heller, Mr. Groves, Mr. Russell, and the rest, without making any sign of the manner in which they were impressed by what was submitted for their consideration; but we are told nothing further hereon than that there was a "lively discussion," and that the chairman of the proceedings, Mr. Thorold Rogers, "entered actively into the conference by shrewd questions and remarks." Mr. Rogers's keenness of wit and shrewdness of logic are tolerably well known, and it would be very interesting if we could only be informed what this professor of political economy and redoubtable logician had to say on the subject of the setting up, by arbitrary means, of a fancy standard in the place of the severe simplicity of cent per cent.

Our contemporary is also much exercised by the fact that the Exeter School Board persists in what it seems to consider the folly and iniquity of paying a Church rate. The editor seems to imagine there is an innate antagonism between the Church and School Boards, and that it is a kind of treachery on the part of any School Board to support the Church.

He is singularly fertile in expedients how the obnoxious rate might be eliminated from the accounts; some cantankerous ratepayer might refuse to pay the school rate because it contained the Church rate, or, failing that, the rating authorities might strike it out of the precept.

The Exeter School Board have once again decided, by a small majority, to pay church rates on their schools, under that provision of Mr. Gladstone's Act enabling trustees to pay the church rates if they think fit. We have pointed out more than once that Mr. Gladstone's section does not apply to the case of a School Board. We are of the opinion that any ratepayer of Exeter would be legally justified in refusing to pay the school rate, since that rate is vitiated by the element of church rate unlawfully incorporated in the precept. The rating authorities might, we imagine, strike the church-rate item out of the precept.

The Birmingham School Board are moving in the matter of getting power to establish School Board Training Colleges. This is a much more honest and straightforward plan than the method of trying to open up the existing denominational colleges to persons of any denomination, or no denomination at all. We suppose the new Board Training Colleges will be secular establishments, in which the students will be under no religious government whatever. They will be able to spend their Sundays, we suppose, without attending any place of worship. The *School Board Chronicle* thinks when the Birmingham members have passed Mr. Dixon's resolution, "that great Board will be committed to the movement, and having put its hand to the task will not easily withdraw from it." We wonder what the ratepayers of "that great Board" will think of the matter.

On the 13th June the Earl of Carnarvon, in the House of Lords, complained of the action of the Education Department in ordering the formation of a School Board for Willesden. A Wesleyan school, containing accommodation for 136 children was closed for want of funds, whereupon the Council Office at once ordered a board to be formed, although, without the Wesleyan school, there was a sufficient number of school places for the population. Lord Carlingford defended the action of the Department, on the ground that they had taken into consideration the whole condition and prospects of the parish of Willesden. Lord Cranbrook rejoined that "the Council had applied the statute in a harsh and unjustifiable manner."

The following letter, signed by the Clerk to the Board, has been sent to all the head teachers under the London School Board:—

A recent case has rendered it necessary, in the judgment of the Finance Committee, to call the attention of all the head teachers to their position and duty with

regard to the school fees collected by them. They are not at liberty to use the money so collected, even temporarily, either for their own purposes or for payments on behalf of the Board, but are bound to keep it separate, ready for delivery to the Board's collector at any time. The custom of collectors calling for the money on regular days has been adopted for convenience only, and may be departed from at pleasure. Any breach of the rule thus laid down will subject the offender to instant dismissal and to the risk of criminal proceedings.

Cardinal Manning has directed that petitions shall be drawn up, signed, and presented to both Houses of Parliament, protesting against Roman Catholics being taxed for the support of Board Schools of which they cannot conscientiously avail themselves.

The 71st Annual Meeting of the National Society for promoting the education of the poor in the principles of the Established Church was held in the Society's Rooms, Broad Sanctuary, Westminster, on Wednesday, June 21st. We append a brief summary of the report.

The report stated that the average attendance in Church schools had risen from 1,471,615 to 1,490,429, being an increase of 18,814 for the year; while the accommodation had risen from 2,327,379 to 2,351,235, or a net gain of 23,856 school places. There was a decrease of £4,891 in the annual subscriptions for Church schools during the year, but the endowments had risen to the extent of £3,724 a year.

It appears that the schools in connection with the National Society are educating a million and a half of children; that the British, Wesleyan, and Roman Catholic schools account for about 515,000 more; while the Board Schools educate 856,351. The Bishop of Carlisle brought before the meeting the injustice inflicted on subscribers to Church schools by making them also pay the School Board Rate, and his views are thus summarized in an article in the *Standard* for June 22nd.

There is another respect in which Church Schools are at a disadvantage. Those who contribute to their maintenance, as the Bishop of Carlisle pointed out, practically pay an education rate twice over—first in the shape of a compulsory and secular impost, secondly in the shape of a free denominational gift. Dr. Godwin admitted that this was a real hardship, but he expressed his belief that it was beyond the reach of remedy. He suggested, with some show of reason, that there would be nothing unreasonable or impracticable in allowing subscribers to Church Schools to be credited, in respect of the general education rate, with such a proportion of it as their donation to Church Schools represents. These, like the Board Schools, are under Government inspection, and unless they are reported efficient they do not receive any help from the State. It would, therefore, he thinks, be impossible to say that the payment, which the National Society's Return would prove, was not a genuine contribution to the education welfare of the community. Under the operation of a drastic conscience clause, and with the existing guarantees of efficiency, the means of giving effect to such a suggestion as that of the Bishop of Carlisle might, perhaps, be found without creating any opportunity of abuse, But Dr. Godwin is a shrewd and experienced man, and he cannot ignore the vehemence with which such a proposal would be resisted nor the practical difficulties it would involve.

It appears that the Archbishop of Canterbury brought before the meeting the suggestion he has before thrown out, that in each diocese

there should be an organizing master or visitor, not to inspect but to supervise. The writer in the *Standard* imagines that these officers having been round once or twice, their work will have been completed, and they may resume their former functions. We feel sure, however, this anticipation will not be realized.

Whether it is a good or a bad thing that the curriculum of our Elementary Schools should become more ambitious, School Managers must accept the change that has been made in this direction. The School inspection, therefore, will seem at first a more formidable ordeal than ever, and will in reality be so till the teachers have become accustomed to the new subjects. In view of this fact, nothing could be wiser than the recommendation of the Archbishop of Canterbury to employ a staff of organising masters or visitors. These would occupy a position midway between teachers and Inspectors. They will, as Dr. Tait put it yesterday, "not inspect but supervise. Their functions may be difficult and a little invidious, and their cost considerable; but there can be no question that if their efforts are well directed their institution will be of great advantage, and that the expenditure which the step entails will bring an abundant return. Their work would be to visit Schools, to direct attention to the various points in which efficiency might be increased, and to give to managers and teachers the benefit of a wider experience than they are themselves likely to possess." The plan has been already adopted at Manchester and Huddersfield with marked success. There are two comments which it is desirable to make upon it. In the first place, it will be extremely difficult to select the right men for the work, and the wrong men will do harm; and secondly, the scheme should only be a temporary expedient. When the tradition of sound teaching in new subjects has been firmly established, it will perpetuate itself without any external assistance.

There has been an interesting discussion in the columns of our contemporary, the weekly *Schoolmaster*, on the subject of the mortality among elementary teachers. Mr. Edwin Chadwick, a great authority on such matters, writes a sensible letter in which he attributes the greater part of this excessive mortality to the bad sanitation existing in the schools. We extract from his letter the following paragraphs, which our readers would do well to attentively consider:—

There is yet, however, great want of sanitary knowledge which ascribes the lethal effect to the mental labour, and little or nothing to the common conditions in which that labour is performed. The pupil teacher, who has suffered little in the large rooms of the training colleges, with somewhat of ventilation, commonly begins his career in a small school crowded by filthy-skinned and filthy-clothed children, amidst a foul atmosphere produced and little relieved by ventilation. Nor are many of the larger new schools much relieved by a systematic ventilation. Indeed, if filthy-skinned and filthy-clothed children were massed together in the open air for a length of time daily, an atmosphere would be produced that would eventually be injurious to them and to the teacher. In crowds people frequently faint, not from the pressure, but from that fouled atmosphere produced.

My friend, the late Mr. Arthur Roebuck, told me that at one of his visits to his constituents at Sheffield he was taken to see one of the new large and expensively-built schools opened there. But he found the atmosphere was so foul that he was obliged to get out of it. The children were then filed before him outside, but their smell was still so bad that he felt he could not bear it, and withdrew. Teachers get accustomed to such atmospheres and the closed windows to keep out the cold; they keep in the bad air, and otherwise neglect ventilation. They fail to observe that the elevation of temperature from the crowd in a school denotes an increase of impurity in the air, and they appear to be unacquainted with the primary factors of ventilation applicable to them. In one orphan institution the progress by the application of sanitary factors was

thus denoted. The death-rate amongst the children was twelve in a thousand. The impurity of the air was reduced by better drainage to eight in a thousand. A further advance was made by regular head-to-foot ablutions of the children with tepid water, and a complete skin-cleanliness maintained, when the death-rate was reduced to four in a thousand. In the district half-time schools near London, where the sanitation is the best advanced, they receive children of the lowest condition and type, and may be said to be children's hospitals; but of those who come in without any developed disease, the death-rates from disease of spontaneous origin do not exceed three in a thousand, or one-third of those of children in the Board or common schools.

I deduce from experience that skin-cleanliness and clothes-cleanliness is a factor of prevention of the common death-rates amongst dirty children in crowds or in schools by one-third.

I made repeated visits to one half-time school—the central district school—where I always found the children of the girls' school with pinafores and dress clean, as if it came fresh from the mangle. I asked the master (then Mr. Aubin) whether this was not rather a luxury of cleanliness for that class engaged in household work. He said no. Whatever it might be with individuals, three hundred soiled pinafores made a sensible and material addition to the impurity of the air of the school.

One of our correspondents, the vicar of a London parish, writes as follows: "The *National Schoolmaster* is just what we busy managers need. I have ordered it from my paper shop. In page 135, you are somewhat unfair to us managers in saying, 'The chief interest of the managers is the obtaining a large grant for the school.' We have continually largely sacrificed the grant in furtherance of our 'chief interest,' the real welfare of the children." We thank our correspondent for his correction; but what we had in our mind when writing is expressed in an extract from Archdeacon Sherringham's speech at the Gloucester Congress, just held: "The school pence, *plus* the Government Grant, ought with very small subscriptions, to keep a school going. Our managers and teachers should strive to reach 80 per cent." We are quite sure, however, that if voluntary schools are able to keep their place in the competition with Board schools, they will have to adopt the policy of our correspondent, and sacrifice the grant to promote the real welfare of the children.

At the meeting of the London Board, on June 22nd, a discussion took place on a motion to add certain paragraphs to the minutes, recognising the proceedings that took place at the last meeting after the Chairman had left the Board. The *School Board Chronicle* describes it as "a long and animated, and at times rather personal discussion." At its termination, it was decided by a majority of 22 votes against 11, that the minutes as originally presented should be signed. The question of school fees was afterwards discussed, and it was determined not to refuse admission to Board schools, because the fee was not brought, but that if parents were in arrears, and the fees were not remitted, to sue for them in the County Court.

The following is a copy of the letter which the School Management Committee of the London Board recommends should be sent to the publishers who protested against the practice of the Board in issuing a "list" of school books.

TO MESSRS. LONGMANS, GREEN, AND CO., AND THE OTHER PUBLISHERS WHO SIGNED THE LETTER TO THE SCHOOL BOARD, DATED 25TH MARCH, 1882.

Gentlemen,—I am instructed to acknowledge the receipt of your letter of the 25th March, suggesting that this Board should abolish their requisition list, and that their teachers should be allowed to order any books that fulfil the requirements of the Code.

As the arguments in favour of such a course were not set forth in your letter, it was thought expedient to invite representatives of some of the principal firms who signed it, to meet the Store and Books Sub-committee and explain your views. This interview took place on May 5th, and after a free discussion of the subject, it did not appear to the committee that any educational advantage was likely to be gained by leaving the choice of books wholly to the teachers; while there are the following powerful reasons against such a course :—

Books which were once popular among teachers, become antiquated in process of time, and better ones are published. Nevertheless, the old books are constantly reprinted, and would long retain their place in the schools, if allowed.

The market is flooded with inferior books, compiled ostensibly in accordance with the Education Code, and with a view to the Government examinations, but of no real educational value. There is also a disposition on the part of some teachers to use such methods and text-books as will produce good apparent results on examination, rather than those which have the best effect in training the minds of the children. As H.M. inspectors have merely to deal with results, they have no means of ensuring the good quality of the books employed.

It has become a practice among some publishers to push their trade by canvassing the teachers, and it is believed that instances have occurred of their holding out to them inducements of a corrupt nature. It is desirable to protect the teachers against such temptations, as well as against these inroads upon their time and attention.

These reasons tend, no doubt, to the conclusion that the Board should absolutely prescribe what books are to be used in the schools. This would be unquestionably within their right. Nevertheless, they are unwilling to go so far as this, and to deprive their teachers of a certain range of choice; but they believe it would be a gross dereliction of duty upon their part to surrender their control over the means and methods employed in teaching. It is for this double reason that the requisition list exists, and that the Store and Books Sub-committee undertake the duty of examining all the new books and school appliances submitted to them.

After the interview with your representatives, and after a careful consideration of the matter in committee, the Board do not see any ground for accepting the proposals of your letter.

While, however, the Board hold to the principle of a requisition list, they desire to remove, as far as possible, any inconveniences in its working. They have, therefore, recently determined that in ordinary cases six months' notice shall be given before removing any books from the list; and that their decision upon the admission of any particular book, or series of books, shall be arrived at as quickly as possible. At the same time they wish it to be distinctly understood that the Board will take decided action against either their own employés or any publishing houses with regard to any corrupt practices.—I have, &c.

CLERK OF THE BOARD.

The following answers were given in the House of Commons to a question of Mr. Onslow's as to who was responsible for recognising Mrs. Besant and the Misses Bradlaugh as qualified to earn grants in science classes.

THE HALL OF SCIENCE CLASSES.

Mr. Onslow: I beg to ask the Vice-President of the Council, in reference to his statement that the present teachers of the science classes at the Hall of Science were recognised by the late Government, and Mrs. Besant, Miss Alice and Miss Hypatia Bradlaugh became qualified to earn grants from public moneys for science classes taught by them, whether they were returned to the Education Department in 1879 as teachers in classes in the Hall of Science; and, who was the member of the late Government by whom their application was approved.

Mr. Mundella: When application was made in 1879, the teachers were Dr. Aveling and Mrs. Besant, with the Misses Bradlaugh as her assistants; and when my attention was first called to the matter by a question in this House, no change had taken place, except that the Misses Bradlaugh had passed the necessary examinations to qualify them as teachers. In reply to the last question, my previous reply was that the school had been certified by the late Government. I am quite prepared to assume the responsibility of continuing the grant, as well as recognising the Misses Bradlaugh as qualified teachers; and I do not know any grounds on which any Administration could have refused to do either.

Lord G. Hamilton: No doubt the right hon. gentleman is correct. The late Government did recognise this school. Certain rules are laid down, which every person who applies for a certificate has to comply with; and, if these provisions are complied with, as a matter of course the application is sanctioned. Application, I believe, was made in regard to this school in the latter months of the last Administration. It was made by a committee, at the head of which was a clergyman of the Church of England, and, the conditions having been complied with, the school was certified; but neither the Lord President, nor myself, nor any senior official, was aware that any classes had been recognised in connection with the Hall of Science. I do not question the decision at which the present Government have arrived; but what I want to say is this, that that decision was arrived at with full and complete knowledge of facts of which we were in entire ignorance.

Mr. Mundella: I have always assumed that when anything is done in my Department by my subordinate officers I am responsible, and I wish distinctly to repeat that until 1881 I knew nothing about these grants, that the grants were made while the noble lord was the Vice-President, and had been continued for two years before my attention was called to the matter, and that I found nothing to justify me in withdrawing the grants, and took full responsibility for their continuance.

REVIEWS.

The Pocket Code and Teacher's Daily Handbook. By Charles Bowden, Wesleyan Schools, Gateshead. Newcastle: R. J. Porteus and Co.

MR. BOWDEN has arranged the Code in this little book in a handy form, and has interspersed throughout the whole a good many blank pages, on which the teacher can make his own memoranda. The size of the book will enable it to be carried with ease in the coat or waistcoat pocket, and we doubt not that many teachers will avail themselves of the issue of this convenient edition of the Code, as it will be necessarily some little time before the details of the new document will be as familiar to teachers, as that of the Code under which they have been working for the past ten years.

The Illustrated Readers (Longmans' Modern Series). Third and Fourth Books.

THE compiler of these books has arranged a series of thoroughly readable lessons, and each book is profusely and attractively illustrated. The lessons in the Third Book are much shorter than those in the Fourth; and in both Readers they are arranged in numbered paragraphs. A good deal of interesting information in natural history is given in these books. We feel sure that wherever the Illustrated Readers come into use it will be found that they foster a taste for sound, wholesome reading, and that in type, matter, and illustrations they are everything that could be wished in a series of Reading Books.

Murby's Scripture Manuals: 2 Corinthians. By a Practical Teacher,

In this little book we have a short life of the Apostle, with a special mention of such auto-biographical references as are contained in this epistle; summaries of the contents of each chapter; with useful lists of "references, quotations," &c., and biographical, geographical, and explanatory notes.

The New Code of Regulations, Tabulated for the Use of Managers and Teachers, by C. Caldicott. London: Blackie and Son.

Mr. Caldicott has here arranged the Code under a series of headings, under each of which all the information is given at a glance that has to be searched for in various parts of the original document. The titles of the books published by the Messrs. Blackie on the different subjects are given underneath the various headings.

The Home Knitter, First and Second Series. The Stocking Knitter's Manual. A Knitting Book of Counterpanes. Edinburgh: Johnstone, Hunter, and Co.

These little books will be of great use to those who feel the need of exact information on the details of knitting. They would be found useful in every girls' school, and would be a great relief to the mistress, as they would obviate the necessity of the pupils having to consult her at every little step and stage of their work. They would also teach the girls, if not self-reliance, yet to rely upon a monitor that they could carry home with them, and have always at their command.

Michaelmas Daisy. By Sarah Doudney. Griffith and Farran.

This is the opening volume of a series of books entitled "The Girls' Own Favourite Library." It is a thoroughly wholesome book to place in a girl's hand. Michaelmas Daisy is the only child of a town doctor, and when approaching womanhood she is left an orphan, and is taken charge of by her uncle, a successful London physician, who lives with his two daughters in a fashionable part of the metropolis. The best part of the book is taken up with an account of the manner in which the poor friendless orphan bore herself to her proud unsympathetic cousins, and the story is pleasantly relieved by the discovery, after a year or two of this life, that the heroine is the heiress to a great property, and that one of her mother's brothers, who is possessed of great wealth, has long been seeking her. A girl cannot rise from the perusal of such a work without feeling inclined to imitate the conduct of the person described. There is no flagging of interest; the chapters are full of incident; the story never becomes tiresome. It would be a good book to place in any school library; and would make a suitable present for a girl in the upper standards, or for a female pupil teacher.

The English Arithmetical Test Cards, Standards II. to VII., by T. B. Ellery, M.C.P. W. and R. Chambers. The Taunton Arithmetical Test Cards, by H. Allen, Standards II. to VII. W. and R. Chambers. Roach's Practical Examiner's Test. Standard VI. T. Murby.

The two series of cards published by the Messrs. Chambers consist of six packets apiece, each containing 40 cards, with two copies of answers. The cards are enclosed in strong cloth cases; and the cards for the different standards are rendered distinguishable, one from another, by being issued in different colours. Each card contains five or six arithmetical problems, varying somewhat in difficulty, all fairly within the limits of the standards. Two or three questions in each card are of a simple, straightforward character; the other two or three are problems requiring some exercise of thought on the part of the pupil to solve.

Roach's Practical Examiner's Test for Standard VI. contains 24 cards and three copies of answers. The questions are somewhat more difficult than would ordinarily be set in examinations; but perhaps on this account they will be more useful in conducting school examinations, where it is desirable that a higher standard of difficulty should be adopted than that which is taken by the inspector.

Longmans' Modern Copybooks. Nos. VII. and X.

THE Copybooks No. VII. of this list contains examples in what is termed "Double small hand," which we should rather have described as small text hand. The copies consist of simple grammatical rules, and facts of British geography and history, and the lines contain spaces in which each word is to be written. No. X. Copybook contains the usual small hand, and the copies consist of geographical and historical statements, referring to the British Empire. The copies are clearly printed, the paper good, the size convenient. The small hand is a model of what all small hand copies should be. It is devoid of all fantastical flourishes, impossible of imitation to the ordinary pupil, and yet each letter is artistically formed, and the whole copy gives the appearance of a perfect work of art. The small hand is not too small or compressed, and is only slightly slanted.

SCHOOL BOARDS IN THEIR RELATIONS WITH HER MAJESTY'S INSPECTORS AND TEACHERS.

AVERY disagreeable case has recently been submitted to the Vice-President of the Committee of Council in the nature of a complaint of want of courtesy on the part of one of Her Majesty's inspectors of schools towards the chairman of a country school board. We regret to find that our contemporary, the *Schoolmaster*, has thought it expedient to comment strongly on the incident in the absence of any explanations from the accused inspector, who, it appears, has been twenty-one years in the service. We may say at once that the Education Department will most likely decide that the inspector has been guilty—to say the least—of want of tact and management in dealing with the chairman. At the same time, the eagerness to damage the inspector which runs through every line of the chairman's letter; the lofty assumption that any school board which disagrees with an inspector should be at liberty to agitate for transference to another district, cannot fail to rouse antagonistic feelings in the breast of the Vice-President, which may convince Mr. W. Henry Barneby that he would have been wiser to take the Apostle's counsel, and be "slow to wrath." The Vice-President is the natural protector of school inspectors from the summary vengeance of school board chairmen, and their engines of torture and punishment in the daily and weekly press. We must remember also, that if the work of a school teacher produces great irritability of the nervous system, the work of a school inspector must be productive of this disorder in an increased degree. His mind is always on the stretch; his action is every day for some 200 days out of the 365 in the full blaze of publicity. We know nothing whatever of Mr. E. H. Brodie as an inspector; we will leave the decision whether he is a fair and courteous inspector to the managers and teachers of his district. But we have a notion that fussiness and self-importance and magisterial bearing are never so remarkably and offensively combined as

in the chairman of a small country board. We have never hesitated to condemn in strong terms the conduct and the language of school inspectors when we have thought them wrong; but this shall not hinder us from suspending our judgment as to the matter in dispute in this instance, till the inspector's answer to the chairman's complaint is before us for consideration. The chairman makes great capital that the mistress of the school had "tears in her eyes, having evidently been frightened." The scene is a touching one, and may excite the feelings of Mr. Mundella, but being a family man, he will possibly be aware how ready and familiar a resource such things are to the female mind, in even the slightest emergencies. The exhibition of tears by the emotional mistress at once places the unfortunate inspector *hors de combat.* The chairman of the board arrives, and seeing the glistening evidences of woe in the teacher's eyes, at once rushes to the conclusion that the inspector is a brute, and treats him accordingly. The state of abnormal excitement under which he is labouring is evidenced by the fact, that he at once calls his board together, and places his resignation in their hands. Like the Ancient Mariner, he is evidently under the impression—

> "And I had done a hellish thing,
> And it would work 'em woe."

He would not be so anxious for the board to shield him by a vote of approval, if he had not a lurking apprehension that his temper and wounded vanity had possibly carried him too far in the squabble with the inspector. Good may come out of the incident, if it leads the Department to issue more careful instructions to their inspectors as to their bearing towards teachers and managers of schools. It would appear that for twenty-one years, the managers of voluntary schools, who are mostly gentlemen, have endured Mr. Brodie's "manners" without complaint or remonstrance. But this chairman of a small country Board at once rushes into print with an angry hysterical complaint, which, on the face of it, is the result of wounded vanity. The inspector had not recognised the dignity of "the chairman of the Board," and offered incense accordingly. We are of the opinion that the Department will find it necessary, for the protection of its inspectors, to put a curb on the anxiety of country boards to produce some matter of interest, generally of a discreditable kind, that is sufficiently spicy to obtain a corner in the weekly or daily papers. It is doubtful whether we shall ever hear Mr. E. H. Brodie's reply to the chairman's attack; and yet, we doubt not, that if the Department were to send it to the papers, it would be interesting and instructive reading. The Department might very well decide that it would not consider any letter of complaint

against one of its officials, that was communicated to the press before the decision of the Vice-President was made known concerning it. And something, too, ought to be done to protect teachers from the bad effects of the discussions in the school boards on their conduct, as reported in the local papers. We very much doubt even whether the mistress who "had tears in her eyes" would entertain any deep feeling of gratitude to the chairman for publishing her amiable weakness, far and wide, to ten thousand readers. But matters far worse than this, affecting the character of teachers, and their influence in their schools, are lightly and carelessly discussed in the school boards; and the reporter for the local paper gives all the harsh remarks in their native ruggedness, feeling sure that it will add to the sale of the paper in the district. The freedom of the press is undoubtedly a great blessing, but it is a fact equally undoubted that it is capable of great abuse.

GENERAL ASSOCIATION OF CHURCH MANAGERS AND TEACHERS.

THE CONGRESS AT GLOUCESTER.

THE Tenth Annual Congress of the General Association of Church School Managers and Teachers was held at the Shire Hall, Gloucester, on Thursday and Friday, June 1st and 2nd. The proceedings commenced with service in the Cathedral at 3 p.m. On the termination of the service, the Congress was opened by the President, the Bishop of Gloucester and Bristol.

In the introductory address, Dr. Ellicott remarked that the New Code, when carried into effect, will tend to kill off the weaker voluntary schools, and lead to the survival of the fittest. The Bishop insisted upon the absolute necessity of raising the average attendance, and of introducing a better system of finance into our schools.

Over and over again it has happened to me, when unwelcome announcements have been made as to voluntary schools that, it was said, absolutely must be handed over to a Board, to suggest that the financial position of the school should be first examined by some one of experience, and to advise that, at any rate, his judgment should be taken before the transfer was made. Whenever this suggestion has been acted on, the transfer has been postponed, or, more commonly, dropped altogether. A searching friendly investigation has made it plain that the system of finance is conducted on commercially unsound principles; that there has been either a false economy in regard of the salary of the teacher, or an unduly low standard of weekly payment, or a loose mode of gathering in subscriptions—something, in short, that experience can rectify, and that experience really does rectify when its aid and counsel is asked for and acted on. Most earnestly do I advise all those who are uneasy as to the maintenance of their schools, to put their accounts in the hands of a competent adviser. The mistakes in finance that are made by managers of struggling schools are more numerous than we may think. Several of us here have had perhaps considerable experience in such cases, and will perhaps be disposed to agree with me, that by

a better system of finance, and by a little timely investigation, many and many a voluntary school that now looks forward to next year with utter despair, may find itself able to face the future with every reasonable hope of continuance.

His lordship also recommended that some "scholastic officer" should be engaged in every diocese to "look into the general working of the school, examine its system of finance, take due note of the state of the average attendance, and in a practical and kindly way bring all these details before the notice of the teachers and managers."

The annual report of the association was then read, from which we make the following extracts:—

The regulations of the New Code are now in force, and the next grant earned by many schools will be calculated in accordance with its provisions. It is, therefore, most important that school managers and teachers should at once adopt such measures as may be necessary, not merely to comply with the regulations, but to secure the full benefit which the Code offers, and which will only be obtained by schools in a high state of efficiency.

The increased elasticity of the Code, the need of which the association has repeatedly urged upon the Department, has at length been granted, and greater power is in consequence placed in the hands of Her Majesty's inspectors. The Council look forward with some anxiety to the publication of the instructions to inspectors and to the organisation of the inspectorate which have been promised. The augmented power which the inspectors will in future possess imperatively demands that it be used to its full extent only by those who have had lengthened experience.

The new regulations affecting night schools should be especially welcomed by all interested in education. Night schools, where properly conducted, may be made a very valuable part of Church education. There is now in every parish opportunity for evening classes, which may be made instructive and interesting, and may help those who have left day schools to continue their lessons, and not only to gain additional knowledge, but to enjoy the good influence of those interested in their highest welfare.

Mr. Houghton then moved the following resolution relating to pensions for teachers, which we are glad to say was carried, though it was opposed by some of the clergy, and by Mr. J. W. Grove, and other teachers.

"That, in the opinion of this Congress, it is desirable that a compulsory annuity scheme be established for certificated elementary teachers, the contributions to the same being raised by means of a deduction from the elementary education grant, the said fund being placed under government control." The following is a summary of the scheme which he proposed: (1) That the contribution to the fund be compulsory on all certificated teachers from a certain date. (2) That any teacher who is in active service at the time of the formation of the fund shall be allowed to join the scheme by a payment calculated according to the age of the applicant. (3) That the contribution to the fund be made in proportion to the salaries returned on Form IX. (4) That the annuities received be proportionate to payments. (5) That compulsory retirement should take place at sixty, and voluntary retirement at any age. (6) Any teacher who leaves the profession at any age for any cause should be entitled to receive the amount contributed by him, or a certain proportion of it, and with or without interest. (7) That managers shall be empowered to arrange with the teacher, who receives a fixed salary, to deduct the exact amount of his contribution from his salary. (8) That teachers who are partially paid by a share of grant should be empowered to demand from the managers the excess amount of deduction from the grant which has been made beyond their proportion of contribution. (9) That the fund be formed by a deduction in the Council Office of an amount not less than 2½ per cent on the grants for day and evening schools. (10) That the Government shall have no power to say who

shall, or who shall not, receive the annuity, or to alter the amounts from the fixed tables. (11) That if necessary, a council of managers and teachers shall be formed to manage and distribute the fund.

The Second Session, on Thursday evening, was occupied with a subject introduced by the Rev. M. A. Nisbet, Rector of Ringwould, Kent, "How can we better attach our children to the Church?" A long and interesting discussion took place on this subject, for which we must refer our readers to the report in the *School Guardian* for June 10th.

The Third Session, on Friday morning, was devoted to the discussion of the subject, "How best to meet the requirements of the New Code." Canon Gregory made a vigorous speech on this matter, and said that no school was ever in financial difficulties unless it was badly managed. He advised managers and teachers not to be afraid of the New Code. Mr. J. W. Grove moved "that unless provision be made for the recognized withholding of ten per cent. of scholars from examination, the strain both upon teachers and scholars will scarcely, if at all, be reduced by the New Code." The Rev. H. Roe stated that he had occasion to ask Mr. Mundella whether the managers had power to withhold a child whose name had been on the register 22 weeks if he had been absent two whole weeks in that period, and his answer distinctly was that "they had." At the end of the discussion, the previous question was carried by 28 votes to 18.

In the Fourth Session, on Friday afternoon, Mr. Taylor, Battersea, read a paper on the "Provisions of the New Code with regard to Class Subjects," and Mr. Bourke followed with a paper on "Music in Elementary Schools." Canon Gregory proposed "That the restriction in the selection of class subjects laid down in article 109, F4, is much to be regretted, and this meeting hopes the Council will use its best efforts to regain the liberty of choice enjoyed under the Code of 1881." This resolution was carried, and shortly afterwards the proceedings of the Congress were brought to a close.

The Rev. Hugh George Robinson, Prebendary of York Cathedral, and one of the Charity Commissioners for England and Wales, has died at Brighton, in his 63rd year. Called in 1869 from the seclusion of the rectory of Bolton Abbey, to which he had retired after ten years' superintendence of the Diocesan Training College at York, to take a leading part in a great public work under the Endowed Schools Act of that year, Canon Robinson at once gave proof of the qualities which had recommended him as a fit colleague of such men as the late Lord Lyttelton and Mr. (now Sir Arthur) Hobhouse, with whom he was associated on the Endowed Schools Commission. Having consented in the autumn of 1880 to serve on the departmental committee for intermediate and higher education in Wales, whose report has since excited so wide an interest in the Principality, Canon Robinson threw himself with characteristic enthusiasm and self-sacrifice into a task the brunt of which inevitably fell upon one possessed as he was of such exceptional knowledge of the subject of educational endowments. But the twofold strain proved too severe for his strength, and on the completion of his special labours for Wales the symptoms were first manifested of what has proved to be a fatal illness.

THE BLUE BOOK FOR 1881.

(Fourth Article.)

THE Rev J. J. Blandford, who inspects schools in the Midland Counties, has some sensible remarks on teaching writing, especially with regard to the upper standards. He is quite right in remarking that the parents think "there is something degrading for the older children to be exercised in writing large hand copies," whereas it is an important exercise that ought not to be neglected till the very close of school life.

> The exercises in writing which are done on paper during the examination are generally better than those in the copybooks, and considering the way in which the greater part of the children hold their pens it is somewhat surprising that the dictation exercises are so good as they are. A writing master of the old school would shudder at the cramped way in which the fingers close like a vice upon the lower part of the pen, and he would probably express a righteous indignation at the way in which the children are left to their own devices during this exercise whilst the teacher is instructing another class. The copybooks used by the upper standards are seldom ruled for large hand, it being thought, especially by the parents, that there is something degrading for the older children to be exercised in writing large hand copies, whereas it is well known that one of the chief means by which a mastery over and freedom with the pen are acquired is by constantly writing large hand copies. The ability to write a good large hand is not easily acquired, but when once it is so, writing well in any hand almost necessarily follows.

Mr. Boyle, who inspects schools in the Taunton district, goes into the question why should a School Board be more expensive than voluntary management. "The one necessary expense," he says, "is the election." He does not see why a more expensive staff should be employed in board than in voluntary schools. He commends School Boards for getting better apparatus than voluntary schools, where "it is a struggle to get the maps, slates, books, &c., required." Mr. Boyle mentions that that only one case of a religious difficulty has come under his notice, and, as it is a somewhat curious one, we subjoin the particulars:—

> Only one case of a religious difficulty has come specially under my notice; this is is in a parish on the Blackdown Hills, where a Nonconformist school, the only school existing in the parish, does not admit a conscience-clause: and the religious instruction received during the week by the children who attend it is of a different description from that which some of them receive at the Church Sunday school on Sunday. This arrangement is, I believe, not to be disturbed.

Mr. Boyle makes one recommendation that requires a little serious thinking over before it would be ripe for adoption, and that is to grant holidays at times when, owing to pressure in field work, the attendance at school is greatly diminished.

> In the country parishes there is usually a regular exodus of young and old, boys and girls, at certain times of the year, apple picking, potato-picking, haymaking, whorting, &c. These are moveable feasts according to the season, or I should recommend that for every such operation holidays should be given, instead of the teacher

undertaking the discouraging task of struggling on with a nucleus of half-a-dozen children. These are irregularities of attendance that I distinguish carefully from those mentioned previously, and as periodical events, when extra hands are required in every farm, must be generally tolerated. But they are different from cases when a child is kept at home to do work for his parents that should be done by some one older, or taken away from school to perform for economy's sake to the employer work that should be done by an older boy.

There is nothing of importance in the reports of Mr Campbell or Mr. Codd.

Mr. Du Port writes a report that it is impossible to pass by altogether without notice. He notices that girls are better readers than boys, and he puts it in a very forcible way.

Girls are far better than boys in this aspect of a reading exercise. The vocal organs of a girl are purer, the imitative powers of a girl are greater, and the imagination of a girl is keener.

Boys are clumsier at reading than girls are. It is more for boys, therefore, than for girls that I have had to establish a second pass-test.

If Lord Sherbrook had tested school girls instead of school boys he would have doubtless had a far brighter tale to tell the House of Lords than that he told this year.

Boys are, as a rule, so shy of giving utterance to any dramatic expression or inflexion of voice, especially before superiors, that even were their real organs more perfect and less rough than they now are, they would not often equal girls as elocutionist-readers. But there is another side to intelligent reading besides the elocutionist's.

A child in reading to us sometimes slips or alters little words, halts once or twice over some harder ones, or, from long habit or imperfect early teaching, drones out in monotone a wearying sequence of words and sentences. Can that child read? Above all, can that child read intelligently, and may it pass?

We settle that question by cross-questioning. If the child shows that he understands both the subject matter and the common words of the piece read by him, he reads not as a parrot but with intelligence; and therefore, in spite of slips and halts and monotone, we pass (and rightly pass) him. I have to report the general per-centage of those passed in reading to be 83; whilst I rejoice to add that the "intelligent reading" of the 4th, 5th, and 6th Standards, tested under one or other of the two categories above explained, reaches a pass per-centage of no less than 89.

Mr. Du Port then charges at full tilt the Spelling Reformers. He takes his Racine from his shelf to prove to their Lordships that "there is not that extraordinary difference between the French tongue and ours in regard to spelling anomalies that some would have us imagine." The following is the result of Mr. Du Port's examination of the passage in Racine which occupies a page in the Blue Book, and it is amusing to see how implicitly the Inspector believes that the Lords of the Council are attentively considering his arguments.

Yet, my Lords, the French elementary schools are said rarely to offer to their examiners any mistakes in spelling. Then without any radical alteration in our spelling, I may hope that with time and by continued intelligent and patient work, our English schools will yet succeed in teaching our English youth to spell their English language.

In dealing with the studies of pupil teachers, Mr. Du Port has a sly laugh at a girl pupil teacher, who imagines that the names Whig and Tory came into use in the reign of King John, and who attributes to the Whigs the most revolutionary and subversive principles.

Let me give an example or two fairly illustrative of the lacking culture and of the imperfect grounding of many of our apprentices. Take first the case of a girl teacher, closing her apprenticeship, about to commence her training college career, and connected with one of the very best girls' schools I know. She writes under the subject *History*—"The names Whig and Tory came into use in the reign of John. The political principles which they represent are these:—1st. Tory. The principles of the Tories are that the laws of the King or Queen be obeyed, and that the clergy shall be next to the bishops over the people and as such to be obeyed. The Whigs acknowledge no such power, either in Church or State."

Alas! poor Whigs, I can but add. But, alas! poor student, too; if at college she is now being primed with a new language or with some new science, whilst her history remains in anything like this chaotic condition.

We should imagine Mr. Du Port to be a fair sample of the old Clerical Inspector, now fast vanishing away. He has their lordships always before him in writing his report; he occasionally refers to them in their collective capacity. "I will tell your lordships," he says in one place; and in three or four other places he introduces the phrase "my lords," to add point to his observations. Like Paul the Apostle, he magnifies his office, and signs his report in a manner that we believe is unique in this volume.

"I have the honour to be, &c.,
C. D. Du Port,
Her Majesty's Inspector."

Mr. W. Edwards writes a sensible local report for the Merthyr Tydvil district. Mr. Fisher, of the Sunderland district, has some sensible remarks about the way in which scientific lessons are usually given. He says that twenty minutes is not sufficient time to unfold the mysteries of the barometer, and that it is rarely that the scholars understand the language employed by the teachers.

One very common defect in the lessons is the use of language above the understanding or knowledge of the children, and I seldom listen to a teacher who pays due attention to this point. It is difficult, as I know by experience, to frame half a dozen consecutive sentences which shall be intelligible to young children, and I make every allowance for a teacher whom I see conscious of, and struggling with the difficulty. A liberal use of the blackboard is a great help in this as well as other respects. Far more good might be got from a lesson if children were induced to state their difficulties: this is seldom done at present, and during four years of official experience I have never heard a child ask a question of its teacher on the subject of its lesson. As a rule the lessons are too comprehensive. A teacher who tries in twenty minutes to unfold the whole idea of the barometer, or the whole process of coal mining, must naturally slur over many points and leave many dark sayings unexplained. Too often, indeed, the class leave their teacher as Tennyson's "Northern Farmer" left his priest:—

"An I niver knaw'd whot a meän'd, but I thowt a 'ad summut to säay,
An' I thowt a said whot a owt to 'a said an' I coom'd awäay."

To put it shortly, we want more suitable language, more intelligent reasoning, and more interesting facts. I must add my belief that as a rule pupil teachers work hard with their classes, and are interested in the children; I only wish their zeal to be tempered with larger knowledge.

Mr. Fussell, who inspects schools in the Finsbury district, makes merry with the answer of an intelligent boy who, driven to bay with the question, "What do you mean by heavy goods?" replied, "Please, Sir, our book don't tell us that." But we fail to see the force of the inspector's remark, unless he means to condemn all knowledge obtained from books. Writers of books cannot be expected to give a catalogue of all the things made in Birmingham; and a teacher would be able to explain that heavy goods meant things made of iron. The teacher had omitted this item of explanation; or he had given it when the particular boy, who was questioned, was absent from school.

Geography has unquestionably given the least satisfactory results. In almost every case in which the grant has not been obtained, I have found that the children use meagre "text books," which they have more or less by heart, and which too often may be taken as the outside measure of their acquaintance with the subject.

They have no intelligent acquaintance with the map, and scarcely appear to have been taught from it. They can give lists of places and things, but little more. No wonder if they seem to have little aptitude for more. Not long since I asked a boy:—

"Where is Birmingham?"
"In Warwickshire, sir."
"Yes; can you tell me some of the things manufactured at Birmingham?"
"Guns and 'eavy goods, sir."
"What do you mean by 'heavy goods?'"
"Please, sir, our book don't tell us that."

No subject studied in such fashion can be expected to develope a child's intelligence, and without this no grant under Art. 19 *c.* can reasonably be claimed. Upon geography, as upon every "special" subject, the best teaching power of the school should, as much as possible, be brought to bear; and in teaching it, the importance of an intelligent and familiar acquaintance with the map should be steadily kept in view.

SCHOOL BOARDS FOR THE MONTH.

THE first meeting of the London Board after the Whitsuntide recess was held on Thursday, June 15th. Mr. Edward Bond was elected for the seat vacant by the resignation of Mr. Scrutton by a majority of twenty-four votes, against eight that were recorded for Captain Bedford Pim.

A somewhat amusing incident was afterwards narrated, being a dispute between the Board and a voluntary school as to which should be compelled to admit "a most ragged and dirty boy." The clergyman, who is the chief manager of the voluntary school, orders the teacher to refuse admission to this boy, "requesting him to send all such children to the Board schools which were *by law* built for them." In the correspondence which takes place with the Education Department, the vicar alleges that while the visitor recommends respectable and intelligent children to the neighbouring Board schools for admission, he brings the

backward and dirty, and ill-clad children to the voluntary schools, on the plea that the Board schools are full. The following part of the report refers to this matter :—

BYE-LAWS COMMITTEE.

Mr. Sydney Buxton moved the adoption of the following report of the Bye-laws Committee :—

"24th May, 1882.

"On the 21st April, the Board forwarded to the Education Department, under the provisions of Section 7 of the Elementary Education Act of 1876, a copy of a letter addressed by the Rev. O. Mitchell to Mr. W. Sprigge, the visitor for the district in which the All Saints', Walworth, school is situated, stating that the teacher, by his order, had refused to admit a most ragged and dirty boy, and almost shoeless; requesting him to send all such children to the Board schools, which were *by law* built for them ; and adding that should any more of this unpleasantness arise, he would himself go direct to the Education Department on the subject. The Board also forwarded a copy of a covering letter from the superintendent of visitors, to the effect that the visitor was unable to trace the child referred, but that having found many children out of school, and knowing that there was a considerable number of vacant places in the All Saints' school and no vacancies at the nearest Board schools, the visitor had told the parents to make application for admission there. On the 12th May, the Board received from the Education Department a letter enclosing a copy of a letter addressed by the Rev. O. Mitchell to their lordships, as follows, requesting the observations of the Board, and enquiring what steps the Board proposed to take to secure the education of the boy in question :—

"Sir,—In reply to your communication of the 28th of April, I beg to say that the managers will undertake in future to receive (as they have always previously done) all children applying for admission to any vacant places, except such cases as no school could, on grounds of public decency, admit. The child in question was in such a condition as to be unfit to sit with other children, and the managers feel sure that the Department would not, under such circumstances, have advised its admission to any school. The managers are informed, on the best authority, that the visitor (Mr. Sprigge) recommends all intelligent and respectable children to the neighbouring Board schools for admission, and room is at once found for them ; while he brings all backward and dirty and ill-clad children to All Saints' schools on the plea that the Board schools are full. The managers cannot think that the Department will sanction such a system.—I am, &c., O. MITCHELL, Vicar, Correspondent.

"The Bye-laws Committee now beg leave to report that they have been in communication with the superintendent of visitors for Lambeth (East) on the subject of Mr. Mitchell's letter. The superintendent states that the visitor, on his appointment, was directed by the Divisional Committee to show strict impartiality and to afford all possible assistance to voluntary schools ; and that he (the superintendent) has not had the slightest reason in his observance of the work of the visitor to notice any preference on his part for any particular school or schools, nor does he believe that he has exhibited such preference. The superintendent also forwards a report by the visitor, in the course of which he states that he 'has simply in his vocation recommended parents to apply there [All Saints' school], observing an impartiality in the proceeding.' The committee accordingly recommend that a reply be addressed to the Education Department to the effect that both the superintendent of visitors and the visitor for the district deny that there has been any want of impartiality as between Board and voluntary schools ; and that the Board propose to admit the boy at once to the nearest Board school."

The report was adopted.

The School Management Committee of the London Board have to exercise a careful censorship over books placed in the school libraries. The following part of the report specifies a list of the works which, by their direction, have been withdrawn from the libraries. We think they might have left Baron Munchausen, and the Seven Champions of Christendom alone.

"The Board, on the 2nd March, 1882, adopted the following resolution :—

"'That it be an instruction to the School Management Committee to lay before the Board a list of all books now in the libraries of Board Schools, and in future to submit a return of all additions made to those libraries, and all withdrawn therefrom.'

"In accordance with the resolution the committee now beg leave to submit a catalogue of the books at present in the school libraries.

"The committee have also to state that the following books, which were previously in the libraries, have been withdrawn :—

"Seven Champions of Christendom.
"Childhood of Religion.
"Hajji Baba.
"Baron Munchausen—Travels and Adventures.

"It has also been decided to withdraw Bret Harte's works, allowing the copies in circulation, however, to remain in use until they will be worn out."

At the conclusion of the ordinary sitting, some of the members wished the Board to go back to the consideration of some business that had been passed over; but the Vice-Chairman ruled that the proposed motion would be out of order. On the breaking up of the meeting, the dissentient members elected a chairman of their own, and called upon the Clerk to remain, but that gentleman said he had received his orders from the Chairman of the Board. A number of the members who had left their seats remained standing, and laughing at the scene that was being enacted, which made Miss Taylor move—"That the strangers who are laughing at this Board be ordered to take their seats in the public gallery." The motion, which had only the effect of increasing the hilarity, was not seconded. It is stated a motion was made that the Board should proceed with notices of motion on the agenda paper, but the chairman pleaded for indulgence on the ground that he was unassisted in the performance of his duties as chairman by the Clerk of the Board. He thought that as they had now entered a simple and strong protest against the action of the majority, it was advisable to adjourn. The motion for adjournment was carried with two dissentients.

At one of the meetings of the Aberdare Board, in the month of May, a knotty point came on for discussion, what to do with pupil-teachers who stayed away from school without leave. The Board, in its wisdom, thought that pupil-teachers, offending in this way, ought to be dealt with in a different manner to head-teachers, who were liable to dismissal for negligence, absence, or disobedience. The proposal of the chairman was received with favour, that a pupil-teacher should be fined a shilling for each time he was absent. We very much doubt the wisdom or propriety of assessing the heinousness of an act of disobedience and breach of contract by a small pecuniary fine, and we do not think the action of the Aberdare Board, in this respect, is likely to be followed by other School Boards.

ABSENCE OF TEACHERS WITHOUT LEAVE.

The superintendent of school presented his report, in the course of which he complained that several of the teachers stayed away from their duties without leave.

The Chairman said he must certainly compliment the officer upon his report. It was certainly the best report he had presented to the Board. He hoped he would progress, and if he went on in the same way as in the past fortnight, they would have no cause to complain. With regard to some of the teachers, he thought they had, by their absences, incurred fines to the amount of their salaries.

Mr. J. Williams: I think some action ought to be taken.

The Chairman moved that the matter should be referred to the School Attendance Committee to report upon, and at the same time would like to give instructions to the committee that they must adopt some means for stopping the wilful absence of the pupil-teachers. It was wilful absence, because they stopped away with the merest excuse. Their salaries averaged £7 10s. a year, and he would fine them 1s. for every non-attendance when a certificate was not sent in.

Mr. D. E. Williams asked if there was any provision in the Code for teachers absenting themselves without leave?

The Chairman: Oh dear no.

The Clerk: There is nothing said in the Code about fines.

The Chairman: Suppose they all absent themselves from the same school. I would make it a suggestion to the committee that a fine should be inflicted.

Mr. D. E. Williams: Would you fine them the same, independent of salary?

The Chairman: Yes, pupil-teachers; I do not think other teachers do so.

Mr. J. Williams: No; it is only the pupil-teachers.

The Chairman: The head-teachers are liable to dismissal.

The Clerk: They are liable to dismissal for negligence, absence, or disobedience.

The motion was adopted.

A singular incident comes to light in the proceedings of the Buckingham Board for May 5. The Chairman of the Board writes to the Public Works Loan Commissioners in his capacity as a ratepayer, protesting against the application of the Board for a loan of £3,500 to purchase a building not worth more than £2,000. Upon the Loan Commissioners writing for particulars, the Board passed a curious resolution that they did not join in the protest of their Chairman. Of course, they did not!

*LOANS.

The Chairman read the following communications:—

Buckingham, March 30, 1882.

Sir,—I have the honour to acknowledge the receipt of your letter of the 29th instant, No. 10, G 20.

With reference to the loan of £3,500, for which the Buckingham School Board have made application, I beg to state that I wish to repeat my protest against the same, as contained in my letter of the 12th of December, 1881, and to add that the purchase is opposed to a majority of the ratepayers, including all the largest, as proved by the last elections.

The main building of the school has three or four cracks in it, and many of the bricks in the outer walls are crumbling to pieces. It is also the general opinion in this borough, that if purchased, the outside value of the building and land ought not to exceed £2,000.

If this school is fastened on the rates at the sum of £3,500, the annual payment will for some years considerably exceed the present annual rent of £175.—I have, &c.,

To the Secretary of the Public Works Loan Board. A. C. ROGERS, Ratepayer.

Public Works Loan Board.

Sir,—I am directed to transmit herewith, copy letter received this day from Mr. A. C. Rogers, Buckingham, and to request that this Board may be furnished with the views of the School Board in the matter.

I am at the same time to request that the agreement under which the School Board at present hold the schools, and the valuation made of the school premises, which will be returned, may be forwarded to this Department.—I have the honour to be, Sir, your obedient Servant,

G. Bennett, Esq. E. W. SPEARMAN, Secretary.

The Chairman remarked, as he happened to be the individual who had addressed that letter to the Buckingham School Board, that did not preclude him from exercising his right as a ratepayer to write to the Public Works Loan Commissioners, and protest against the purchase of the Board school and premises.

Mr. Bartlett moved the following resolution :—

That having regard to the following facts—first, that before the Department sanctioned the application to the Public Works Loan Commissioners, for a loan of £3,500, they had satisfied themselves by the valuation of Mr. Jonas Paxton that the property was worth that sum ; and, secondly, that Messrs. Crawley and Arnold, who had been consulted by the Chairman on behalf of the Board, had advised the Board that there is a valid contract to purchase the premises at £3,500, and which cannot be upset unless by proving fraud on the part of the vendor, the Board does not concur in the protest contained in Mr. A. C. Rogers' letter of the 30th March, but requests the immediate concession of the loan ; and further, that a copy of this resolution be forwarded to the Public Works Loan Commissioners by the clerk to the Board.

The motion was carried.

The Tottenham School Board has been much exercised by the difficulty what to do with a thoroughly bad boy. If he is allowed to remain, he corrupts the whole school, and places the master in a position of constant torture. If he is expelled, he rejoices thereat, as school and its discipline is to him an abomination. The matter is fairly argued out in the extract given below, and we think the Board came to a wise conclusion, to try and subdue this young rebel, and compel him to submit to discipline. What is wanted to deal with such cases, is the establishment of Day Industrial Schools in large centres of population.

EXPULSION FROM SCHOOL.

Mr. Wallace : For the sake of taking the opinion of the Board I will move, as suggested by the committee :

That the action of the head master of the boys' department at Wood Green in expelling John Chopping from school be and it is hereby approved by the Board.

Mr. McSorley : What was that boy expelled for ?

Mr. Wallace : Because he was a thoroughly bad boy, and the master could not keep him at school without endangering the other boys.

Mr. McSorley : How old is the boy ?

Mr. Cozens : Eleven years.

Dr. Morris : I think there is a very serious question involved in this matter, and that question is, "Have our masters or mistresses authority to turn any boy or girl away from school ?" If not, I think in a case like this the teacher should have power of suspension, and should then submit the facts to the Board. The Board could then confirm the action of the teacher by expelling the scholar.

The Chairman : Is not that just what this report amounts to ?

Mr. McSorley : No, it says the master expelled the boy.

Mr. Wallace : I may say that when this report was put into my hands to-night, I was surprised to see the word "expelled" in it.

Mr. Rees : I was much surprised when I heard it used. It was not used at the committee meeting, and my impression was that the master had simply refused to admit the boy into school.

The Clerk : As I drafted the committee's report may I explain that the master admitted to the committee that he had refused to admit the boy into school, and I, as an old schoolmaster, considered that that was tantamount to expulsion, and although the word may be a very objectionable one, I could not see that any other word would meet the case.

Mr. Rees : I venture to say that this is not a question of expulsion. Mr. Murton simply did what every schoolmaster would be expected to do. Having 200 boys under him he did not wish to see them contaminated by this boy who was notoriously bad. I should like the matter to rest where it is, because I am not inclined to think that Mr. Murton was wrong. According to the statement of the master the boy had been guilty of theft. The boy is now at work, and no doubt the only question for us to consider is whether the father can be summoned for sending him to work.

Mr. Low : If this boy had been guilty of theft why did not the teacher take him before the magistrates ? If he took the property of the Board surely that was the right course to adopt.

Mr. Rees : But he did not take the property of the Board. It was the property of other people.

Mr. Low : Then the master had no right to act on hearsay evidence. If the boy had taken anything belonging to the Board it was Mr. Murton's duty to prosecute him. Unless the boy had done something of that kind Mr. Murton had no right to expel him.

Mr. Fotheringham : I should like to hear what our Clerk has to say about our summoning the parent in this case. I should like him to look up the law on the case.

The Clerk : There is no doubt the case involves a very delicate point of law which might be argued even in the High Court of Justice, as the father has said, "I am willing to send my boy to school, but the master won't admit him."

Mr. Cozens : I should like to explain that this boy suffers from the evil of being subject to a stepmother, who wishes him to go to work rather than to school. As to his being a thief, it is a fact that he went one morning into a grocer's shop and took a handful of dates. That is the whole that the allegations against him amount to.

Mr. Low : Now we have the other side of the story.

Mr. Cozens : When I heard that this boy had been expelled from school I went to the master and told him that I thought he ought to have let the boy remain.

Dr. Morris : I think you went too far when you did that, Mr. Cozens.

Mr. Cozens : Then if that is so, will you kindly tell me what my duty is in such a case ? I simply expostulated with the master, because I thought the boy ought to go to school. When I went to see the boy's father on the subject he was very abusive, and threatened to kick me. This story about the boy being so bad is simply made use of for a certain purpose, and if it is allowed to go on there will be many a mother at Wood Green who will cry out, "Oh ! my boy is a thief," and then of course the schoolmaster for the sake of the morality of his school will refuse to admit such a boy.

Mr. Fotheringham : It appears to me that this boy had not been guilty of anything wrong whilst at school, and therefore I cannot approve of the action of the master, and it appears to me that we cannot sustain that portion of the report which approves of his conduct, but that we should request him in any future case of this kind to do his utmost to reform the offender. As to the suggestion made by Mr. Low, that the boy should be taken before the magistrates, I must say such a course would be exceedingly harsh in such a case.

Mr. Wallace : Mr. Fotheringham has made a little mistake in his remarks. The proposition now before the Board is not a part of the committee's report, but has simply been moved by myself in order to obtain the opinion of the Board on the question.

Mr. McSorley : I shall move that the master of the school be instructed to readmit this boy, and I do so because it would, I think, be a dreadful thing if a report was circulated in this parish that a boy of ten or eleven years of age could defy us so that we should have to expel him from our schools. Then again, if a boy is expelled from one of our schools, his character as a pupil would be blasted everywhere, and he would not be admitted into any other school. Seeing that in this case Mr. Murton only relied on the misrepresentations of the stepmother, I think he acted very injudiciously, and he ought to be requested to take this boy back and instruct him not only in reading, writing, and arithmetic, but also in morality.

The motion was agreed to.

The Committee of Council have made an order pronouncing the Barnby-on-the-Marsh Board to be a School Board in default, and have appointed five members of the district to fill their places, and carry the Education Acts into operation in this district.

The Birmingham Board are considering the advisability of memorialising the Department to pass through Parliament an Act to empower School Boards to establish Training Colleges for the training of their teachers. The existing grievance is succinctly expressed in the following summary of Dr. Langford's speech.

Dr. Langford said that of the forty-one training colleges now in existence, thirty-five were strictly denominational, and of these thirty belonged to the Church of

England. He contended it was a hardship, an injustice, and a state of things not to be tolerated that twenty-seven of these forty-one colleges should require a rigid examination in the Old and New Testaments, in the Book of Common Prayer, including the Thirty-nine Articles and other formulas of the Church of England. The colleges at Saltley, Chichester and York were the only Church of England training colleges that did not require these conditions. The injustice was intensified when they learnt that of the income that supported these colleges 73·5 per cent. was Government grant.

The report of the Grendon Bishop Board for May 27th is rendered interesting by the details of a personal quarrel between the Chairman of the Board and H.M. inspector. As we have dealt with the matter fully in another place, we will simply here subjoin the report from the *School Board Chronicle.*

COMPLAINT AGAINST H.M. INSPECTOR.

The Chairman said that, as chairman of the board, he came to the schools on the 19th in order to meet H.M. inspector, Mr. E. H. Brodie, of St. John's, Worcester, at his examination of the schools. He happened to come up a quarter of an hour late, and when he entered the schoolroom he found, as he considered, matters in a rather unsatisfactory state. He shook hands with the inspector, but had hardly time to speak before the inspector began in a very excited manner to ask why more lesson-sheets had not been supplied according to his orders at the previous inspection. He was rather taken by surprise by the manner in which he was spoken to, but he replied that he was not aware that the inspector's orders had been disobeyed, and would see that the matter was set right as soon as possible. Miss Lawrence, the teacher, explained to him (the chairman) that the papers in question were sheets of short words for the infants, that they had been ordered, and that there was only a small quantity of the kind in stock. He told the inspector that that was the only explanation he could give, but the inspector did not seem satisfied with this. The chairman assured him that the papers should be supplied, and assumed that the person of whom they had been ordered had delayed in supplying them, and added that he would make inquiries. He was very much surprised at the terms in which the inspector addressed him, but was particularly cool in his answers. The inspector admitted that the answers given by the children were good, but he did not approve of the reading, and then added, "I have been an inspector 21 years, and I consider my opinion better than yours." He answered, "I have no doubt it is so, but under the circumstances I must have the pleasure of wishing you a very good morning, and I shall not appear to meet you again." He then turned and went out of the school. The inspector in his manner was most insulting, and he said what he did before the whole school. The inspector followed him and said he (the chairman) had been insolent to him. He considered the inspector was not in a temper to examine the school. He considered the matter over when he arrived home, and concluded that the best thing he could do was to write direct to the Department stating the circumstances, and leaving it in their hands how to deal with their own official. The letter which he had forwarded to the Department was as follows :—

Sir,—I regret to have to make a formal complaint against H.M. school inspector, Mr. E. H. Brodie. As chairman of the above school board, which had been under inspection this day, I visited the school. I had hardly entered the room before I was attacked by Mr. E. H. Brodie in a most overbearing manner, because his orders of last year for a larger supply of the enclosed papers had not been supplied. I found everybody partially quelled and awed, from which I gathered that Mr. Brodie meant repeating upon me what others had evidently gone through. I expressed my regret that the person through whom the papers had been ordered had not sent a larger supply, which now appears to be three copies, and that the matter should be inquired into. Upon this, the examination of seven little urchins (about six years old) took place, and I must confess the children answered remarkably well. Later, the schoolmistress (Miss Lawrence), with tears in her eyes, having evidently been frightened, appealed to me whilst out of Mr. Brodie's presence, and I told her that I felt satisfied she had done her duty well. Mr. Brodie again referred to the simple reading sheet, and I said that, as he wished it, more of them should be ordered, but that I could not help saying, even without the larger supply, I was surprised to find how well the children had answered, and that it was beyond my expectations. He allowed the answers were good, but said he did not approve of the reading, and then informed me he had been an inspector for twenty-one years, and that he considered his opinion better than mine. This was spoken so offensively that I replied I must have the honour of wishing him "good-morning," and that I should not present myself again to meet him.

It is possible that, in a rural district like this, managers of schools consider the grant of supreme importance. But I regret to say I am not one of those who can put up with insolence even from one of H.M. school inspectors. I cannot allow those with whom I am connected to be treated in an overbearing manner, or myself to be treated as an inferior, without lodging my protest with those in authority.

This school is in Herefordshire, and in every way connected with the county, the adjoining schools to the west are all inspected by H.M. inspector for Herefordshire, and it is only three years since Grendon Bishop U.D. was placed under the Worcester inspections. I should, therefore, feel obliged, especially as this is a border school, if you would kindly authorise its removal for inspections into the Herefordshire district. I much regret having to make this complaint against one of H.M. inspectors, but putting on one side all questions of courtesy, to which I am entitled, I do not think it can be the wish of their Lordships that one of their inspectors should so forget himself as Mr. Brodie did on this occasion.

I therefore leave the matter in their hands. If their Lordships would assent to the school being removed out of Mr. Brodie's district I should be obliged.

The cards had been ordered but returned, as they were not those required. The former schoolmistress undertook to obtain the proper cards, and would, no doubt, have done so, had she not been drowned. He should now place his resignation of the chairmanship in the hands of the Board, so that if they did not approve of what he had done they might appoint some one else. If he retained the chairmanship he should certainly not meet Mr. Brodie again, but should direct the clerk to meet him, unless there was an apology. Further, he could not allow people with whom he was connected to be treated in such a way. He felt perfectly satisfied that the children who were examined at these schools on the 19th could not give proper replies because they were evidently frightened. He wished to know whether the Board approved of what he had done. If they did not think he had done his duty properly they would accept his resignation.

Mr. Stedman: I propose that we quite endorse the chairman's conduct, and that he must keep the chairmanship.

This motion was unanimously agreed to.

The Chairman moved that the Department should be requested to inquire into the matter.

The motion was carried.

Motions that the school should be placed in the Herefordshire district and be examined by another inspector were also agreed to.

It appears to be a practice fast gaining in favour on the part of chairmen of small country boards, who fail to carry the majority of the board with them, to write a semi-private letter to Mr. Mundella, asking him to interfere on their behalf, and bring the revolted majority back again to a state of subjection. The following correspondence formed the subject of an animated discussion in the Sutton (Cheshire) Board, and it ended with the agreement that the majority should draw up their own statement in reply to the chairman's letter, and forward it to the "Right Hon. A. J. Mundella, Esq." (see heading of chairman's letter):—

Education Department, 27th May, 1882.

Sir,—I am directed to enclose a copy of a letter addressed to this Department by Mr. Whiston, Chairman of your Board, and to request the observations of your Board thereon.—Yours, &c.,

P. Cumn.

[Copy letter.]

Sutton (Langley), Macclesfield.

To the Right Hon. J. Mundella, Esq., Vice-President Education Department.

Sir,—I respectfully call your attention to the enclosed reports of the proceedings of the School Board, and beg the favour of a short interview with you at any date or time you may fix (giving me due notice), so that I may give information on the following points:—(1) Why children aged five and six years are so advanced as to be examined in Standard I. See last report. (2) The injustice of a 6d. fee to children eight and nine years of age. (3) How it will affect the work of the Board. (4) The composition of the present Board. (5) The vicar and churchwardens, being members of the Board, voting for a 6d. fee while 4d. is taken in many instances at their school. (6) Particulars of trades, &c., and status of population. (7) Fees paid at other schools in Mr. Gleadowe's district. (8) See Blue Book, 1879-80, p. 285, also 251-15, Sutton, Langley (Chester). (9) Present opinions of the ratepayers with regard to this. (10) General remarks.—Yours, &c.,

W. Whiston, Chairman of Sutton School Board.

The National Schoolmaster.

SUMMARY.

THE London Board, at its meeting on July 20th, decided by a substantial majority (21 to 12) to have nothing to do, at least for the present, with free schools. The question was strenuously opposed by Mr. Lucraft, who, as the representative of working men, one would have thought would have been in favour of it; and it received the support, amongst others, of Mr. Heller. Mr. Lucraft thought the matter had been brought forward so as to divide the children of the neighbourhood into two classes, and he very much objected to any such distinction being made.

The action for libel brought by Mr. Scrutton against Miss Helen Taylor ended in a verdict, by consent, of £1,000 damages. Miss Taylor's solicitor states "most positively that it was one of the terms of settlement that Mr. Scrutton should not be cross-examined." On the other hand, Mr. Scrutton's solicitors give "a most positive denial to this statement. Mr. Scrutton would have been only too glad to have submitted himself to the most rigid cross-examination on any point in the case, and it was a matter of the most extreme regret to him that the action was withdrawn by Miss Taylor, and that the full details of the case could not be gone into." One of these two solicitors must be mistaken; the "most positive statement" and the "most positive denial" cannot both be true.

It seems that the Birmingham Board are in favour of the establishment of School Board Day Training Schools, and they have sent a memorial to the Education Department, requesting "that a Bill be introduced into Parliament to empower School Boards to establish

Training Colleges for teachers, whenever they satisfy the Education Department that such colleges are necessary and advisable, and to give to School Boards in all respects the same powers to provide and maintain such colleges as they now have to provide public elementary schools; the grants to be made by the Government to be precisely the same as those made to denominational colleges." We are not disposed to quarrel with such a request as this. It seems only fair to the School Boards that they should be able to build and maintain their own training colleges, that is to say, of course, if the ratepayers who elect them have no objection to their doing so. And we must say that the establishment of Day Training Colleges would be an admirable means of removing the religious difficulty, which would appear in the setting up of a Board Training College, where the pupils were fed and lodged as well as taught. It appears, however, from a statement made by the chairman (Mr. George Dixon), that it is by no means certain that a Day Training College would be a success, and that for very obvious reasons.

The Chairman replied that they would make a very great advance if they could obtain from Government the power to establish day training colleges, but there would remain a difficulty of very considerable magnitude—the day training colleges would provide no contributions whatever towards the maintenance of its pupils, and there are very many promising pupil-teachers who would be unable to avail themselves of the advantages on that ground. Their parents would be unable to maintain them whilst they attended, even assuming the college was free as regards education. He therefore preferred the resolution should remain wider, and that they should petition the Department to introduce a bill for the establishment of training colleges. If the Department consented to bring in a measure for day, but not for residential colleges, it would be for the Board to thank them for what they were willing to give. But he went upon the broadest principles. He thought the representatives of the ratepayers should be allowed to establish such colleges as they think would best meet the demands of the locality, especially when by this resolution they gave to the central authority the power of rejecting the application if they considered the case insufficiently made out.

Concerning this question of the establishment of School Board Training Colleges, the *School Board Chronicle* has the following remarks in its issue of July 22nd :—

Evidently the hardest knots in the problem are connected with this burning question of religious instruction. It is with the view of scotching rather than of overcoming this difficulty that the suggestion has presented itself of moving simply for the power to set up School Board Day Training Colleges. The argument is that, under existing School Board law, the School Board Training College would be an institution in which the student would reside day and night for the greater part of several years, and in which during all that time he might be under no religious instruction or training whatever; therefore, since School Boards have the power to eliminate religious instruction, the School Board colleges had better be day colleges, affording the students the opportunity of being under religious instruction and influence after college hours. The School Board party are not averse from the establishment of day colleges, which they admit might be of great convenience; but they are not willing to be shut up to day colleges only. They want for the School Board the option to set up boarding colleges, like those now at work, as well as day colleges. And as to the former, and the objections to them on religious grounds, their argument is that the School Boards are not precluded from introducing undenominational religious instruction; and that, on the other hand, it is not reasonable that

they should be compelled to provide religious instruction ; for if the School Board and the ratepayers look with favour upon a training college without religious instruction, it is not for others to force the religious instruction policy upon the School Board and upon the people.

At the Retford Police Court on July 8th, a married woman and a youth were summoned for wilful damage to a door of the Retford Board Schools. It appears that the woman's sister was being kept in at the school, and she came, demanding that her sister should be released. The magistrates convicted the defendants in this case, a summary of which we cut from the *School Board Chronicle*, as it will be of interest to our readers.

At the Retford Borough Police Court, on July 8th, before the Mayor (Alderman Plant), in the chair, and Alderman Wilkinson, Sarah Ann Morris, married woman, living at Ordsall, and Charles Norman, a youth, were summoned for wilful damage to a door of the Retford Board Schools, to the extent of 5s., on June 29th.

Mr. Bescoby, who was instructed by the School Board to prosecute, said on June 29th Miss Smith, the schoolmistress, had occasion to keep one of the scholars after the usual hours of dismissal. Mrs. Morris, who was a relative, came to the school, and demanded that the child should be released. The schoolmistress did not comply, and Mrs. Morris took up a heavy stick, and hammered the door as hard as she could for a considerable time, and the result was that the door was damaged to the extent of 5s. The School Board had ordered the prosecution, and they would not have done so if they had not been satisfied there were some real grounds of complaint. The women of the district appeared to have an idea that if they went to the school and kicked up a disturbance the children would be released. That interfered with the good conduct and discipline of the school. That was one reason why the female defendant was summoned that day. So far as the other defendant was concerned, he was probably influenced by the example of the woman ; and he suggested that he should be leniently dealt with. He trusted a conviction would be a warning to the women of the neighbourhood.

Miss Florence Smith, assistant schoolmistress, said on June 29th she kept Jane Alice Cox, relative of Mrs. Morris, in after school hours for disobedience. She kept the child one hour and a half.

Mr. Park appeared on behalf of Mrs. Morris, and in defence of her he criticised the action of the School Board in summoning the defendant. In his cross-examination he was accused of going into the discipline of the school, and he submitted that was the sore point of the School Board case. These people complained that their children were kept in, and the School Board wished to put a stop to that. He did not think that prosecution was the proper way to do it. If the School Board wanted to put a stop to it, there was, no doubt, a proper way of doing so. He argued that on the evidence of the prosecution there was nothing to prove that the injuries to the door were done by the stick ; and that the conduct of Mrs. Morris on going to the school was proper and respectful. Her sister was kept in the school, and she went to ascertain the cause. She knocked, then rattled the door handle, and knocked louder, and she got no answer to her repeated knocks. He called Charlotte Rudd and Eliza Cox to confirm these statements, and they also deposed that previous to Mrs. Morris going, about ten minutes to five o'clock, a number of children had been creating a noise, and knocking at the school door.

Mrs. Morris was ordered to pay 18s., and Norman 5s., the Mayor saying that the authority of the School Board must be upheld.

On the 1st July, Mr. Mundella received a deputation of representatives from the Welsh mining districts, urging that their boys should be allowed to work in the mine when they had passed the 4th Standard

instead of the 5th. Lord Aberdare, who introduced the deputation, stated the nature of their errand in the following terms:—

> Lord Aberdare, in introducing the deputation to Mr. Mundella, referred to its representative character, and then went on to explain that the effect of making the standard the 5th was held by the Welsh miners to be injurious to their interests, as it excluded from any chance of procuring employment lads who would otherwise have been at work instead of at school. The men strongly complained of this (as they urged) very great hardship. Children between the ages of twelve and thirteen could of course go to work as half-timers, but then it would not suit any colliery manager to employ half-timers under ground. Bearing in mind the state of education in Wales, and the fact that education had been very backward there until within a very few years ago, the miners thought that the standard of passing (which operated unequally) might be lowered.

Mr. Mundella did his best to argue the miners into the persuasion that it was better for them to lose a little than sacrifice the education of their children. He told them that the 4th Standard was "the minimum for an agricultural labourer's child when going to work at ten or twelve years of age." Again he remarked, "Why, the 4th Standard is the dunce's standard. Are you asking me to reduce Welsh children to the dunce's standard?" The interview ended by a statement from the right hon. gentleman in the following terms: "I cannot promise you that I can do anything at all to lower the standard, but I will consider the matter with my advisers; we will see whether anything can be done temporarily to meet any emergency."

In some schools, the evil custom lingers, of requiring the scholars to perform menial offices in connection with it, as one of the conditions of their school attendance. In the incident recorded below, the parents of a scholar refused to let their children take part in the work allotted to them of cleaning the school. The managers, thereupon, doubled the school fees of these children, which their parents refused to pay. They sent the children to school with the usual payment in their hands, and they were refused admission, until they brought with them the double fee. Afterwards, the parents were twice prosecuted for neglecting to send their children to school; and on the second occasion the magistrates decided they could afford to pay the fee demanded. Then, the parents appealed to the Education Department, and the Department decided to withdraw the grant from the school, if the children were not admitted at the usual fee. We are quite prepared to approve of Mr. Mundella's action in this respect. The managers have the right and the power to pay a woman to clean the school, and charge the expense on the school account. We are quite certain that the increased expense would not make it necessary to double the school fee. Now that the State has made a law compelling parents to send their children to school, it is bound to see that they are able to do so, without feeling that they are being treated with injustice.

The following question asked in the House of Commons, and the answer returned to it by Mr. Mundella, are our authority for the outline we have given of this case.

Mr. Harcourt asked the Vice-President of the Council whether, having regard to his statement that schools should be open to children on just and reasonable conditions, and that the school attendance committee and the magistrates at Witney had decided that James Butler was not entitled to plead poverty as a claim for the payment of school fees for his children on the same scale as that of an ordinary agricultural labourer, and as the school attendance committee and the magistrates had come to such a decision entirely apart from any wrongful proceedings on the part of the school managers, the Education Department would, in reliance upon the justice of the decision of the local authorities, and with the object of giving them a legitimate support, review their determination to withdraw the grant if the children of James Butler were not admitted to the school on payment of the lowest fees.

Mr. Mundella: I cannot exclude from the consideration of this case the conduct of the school managers and all the attendant circumstances. The children of James Butler were admitted to Ramsden National School at the ordinary fees, and because the parents objected to their cleansing the school out of school hours the fees were doubled. When James Butler objected to pay a double fee, which was exacted as a fine, his children were refused admission to the school, and he was twice prosecuted for neglect, although he sent them regularly with their fees in their hand. At the first prosecution the case was dismissed; but on the second occasion the magistrates decided that the parent could afford to pay the double fee. He appealed to the Department against the treatment to which he had been subjected; and we hold that the double fee ought not to have been charged, that the children ought not to have been refused, and that the prosecutions were vexatious and unnecessary. It is not needful for a parent to plead poverty when he pays the full fees of the school; and no extra fee was demanded, or would, in our opinion, have been imposed, if the parent had consented to his children cleansing the school. Under these circumstances, I conceive it is my duty to adhere to the decision of the Department, and to require the children to be reinstated at the original fee.

From a reply given by Mr. Mundella in the House of Commons, on July 10th, our readers will see that the Treasury have finally declined to increase the sum voted for pensions to teachers. We gather from the tone of the answer, that the present Treasury Board would not have granted any annual sum for this purpose, and that they only continue it because they consider themselves bound to do so by the action of their predecessors in office.

Mr. L. Stanley asked the Vice-President of the Council whether, as promised to the member for East Cornwall last session, he had taken into consideration the whole question of pensions to those teachers who entered upon their duties before May, 1862; and if so, whether, in view of the great and increasing distress among those teachers, and the inadequacy of the sum now voted by Parliament for teachers' pensions, the Education Department was prepared to apply to the Treasury for a larger vote than the present sum of £6,500 per annum, and to what extent.

Mr. Mundella: I have consulted the Treasury on the question of teachers' pensions, and, having regard to the fact that a Committee of this House reported in 1872 that the minute of 1846 gave no teacher a vested right to a pension, and that in 1875 £6,500 per annum was given by the late Government as an *ex gratiâ* payment, and accepted by the House in final settlement of the teachers' claims, the Treasury declines to re-open the question.

We cut from the *School Guardian*, of July 22, the copy of a letter on the important subject of school pensions. It appears that Mr. Mundella

is still willing to attempt the settlement of this question, but hesitates to commence the work, as he is informed that a great division of opinion exists with regard to it. Our own opinion is, that every teacher would act wisely by signing a memorial on the subject to the right hon. gentleman, and he would do no harm by the respectful statement of his views in a private letter. We cannot but think that the great majority of teachers are united on the importance of making some provision for old age; and we also believe that there is not one in a hundred—nay, we will go so far as to say not one in a thousand—who have secured for themselves a pension in that abortive scheme, doomed to speedy extinction, the Teacher's Provident Institution."

Goodrich Vicarage, Ross, E., July 19.

"Sir,—On July 17 my friend, Mr. J. Rankin, M.P., put a question in the House of Commons to Mr. Mundella to this effect: 'Whether, in view of the generally expressed opinion of the elementary school teachers in England and Wales in favour of a compulsory subscription to a pension fund, the Government have taken into consideration the question of establishing such a fund; and whether, in order to facilitate the views of school teachers on this matter, the Government would give, as an unopposed return, the number and ages of the certificated teachers in the elementary schools in England and Wales?' To which Mr. Mundella replied: 'I have no evidence that there is a general feeling among elementary teachers in favour of a compulsory pension fund. On the contrary, I believe there is a great division of opinion on the question.'

"It would strengthen our hands very much if we could, without delay, obtain memorials from the teachers' associations in favour of this return; and I venture to ask your co-operation in obtaining such a memorial from the society you represent.

"I do not ask for any expression of opinion as to the terms or conditions on which the pension scheme is to be founded; this question is, at present, in too crude a form to discuss. But as a preliminary step, I want to obtain the necessary information to lay before an actuary to enable him to state what contributions would be required to secure teachers a pension at the age of fifty-five to sixty. The difficulty in the scheme, I am well aware, lies in deciding from what sources these contributions are to be derived; and, if from more than one source, in what proportions. I should be glad if you would, at some convenient time, as soon as possible, discuss these points at a meeting of your association, and let me know the results of your discussion. I would suggest that the opinion of the teachers be taken on the following four points:

"1. Is a pension fund desirable?

"2. Are the contributions to be *compulsory* on all certificated teachers?

"3. From what sources are the contributions to be derived?

"4. Will you assist in trying to promote such a scheme?

"Mr. Rankin has kindly consented to move for the return before alluded to, petitions in favour of which may be presented by any member of the House of Commons, or they may be sent to Mr. Rankin, M.P.—I am, Sir, your obedient servant,

"DOUGLAS SEATON."

We give below the answer returned by Mr. Mundella to Mr. Rankin's question:—

SCHOOL TEACHERS' PENSIONS.

Mr. Rankin asked the Vice-President of the Council whether, in view of the generally expressed opinion of the elementary school teachers in England and Wales in favour of a system of compulsory subscription to a pension fund, the Government would give as an unopposed return the number and ages of the certificated elementary school teachers in England and Wales.

Mr. Mundella: I have no evidence that there is a general feeling among elementary teachers in favour of a compulsory pension fund. On the contrary, I believe there is a great division of opinion on the question; and, while I think such a scheme would be very desirable if it were practicable, I cannot see how we could enforce subscriptions upon the teachers, seeing that we have nothing to do with the payment of their salaries. The return asked for would entail much labour and expense; but I will consider the question, and communicate with the hon. member respecting it. I shall be glad to do anything in my power to facilitate the establishment of a pension fund.

We are not surprised to find that the *Schoolmaster*, as the organ of the Union, condemns the action taken by Mr. Rankin in asking this question of the Vice-President. It appears to our contemporary that nothing should be done in this matter, except through the National Union of Elementary Teachers. The National Union has hitherto been the stumbling block in the way of such a scheme; it set up the Provident Society as a substitute for a Pension Fund, and urged teachers to obtain a provision for their old age by making payments to that institution. It seems now that the circular recently sent out by the Executive committee is hoped will have the result of adding to the members of the Union, and increasing the subscriptions, which are so difficult to collect. Our contemporary says, "Teachers outside the Union might possibly be induced to join the local associations, if this question were placed before them, and they were invited to give their help in deciding it.

REVIEWS.

Chambers's Graduated Readers. Books I. and II. London and Edinburgh: W. and R. Chambers.

THESE two books are well suited to teach children to read. Book I. is made up of very simple narratives, and the little tales and sketches are pleasingly illustrated. The only fault we have to find with it is that there is not enough reading matter in it. If a sufficient deduction were made for the numerous pictures and spelling exercises the 87 pages of matter would dwindle to 50 or 60. No. 2 is a book of 128 pages, full of simple and interesting reading matter, suitable for Standard II., and this also is full of pretty pictures. There is a freshness about the reading lessons which will be welcome to both teachers and scholars; and in wholesomeness of tone they are everything that could be desired. We can heartily recommend these books as suitable reading books for any school.

Readings in English History, for the Upper Classes in Schools. London: T. Murby.

THIS is a collection of extracts from standard writers on English History. Among the writers whose works have been drawn upon we may mention Dickens, Dean Stanley, Freeman, J. R. Green, Hazlitt, Isaac Disraeli, Carlyle, Macaulay, and others. There is also a selection of poetical pieces bearing on English History from Cowper, Shakspere, Scott, and other poets. At the end of each reading, the difficult words in the extract are clearly and fully explained. We have no doubt that this work will be found very useful as a reading book in the upper classes of elementary schools.

Animal Physiology for Elementary Schools. By Mrs. F. Fenwick Miller. London and Glasgow: W. Collins, Sons, and Co.

THIS little work, which is published in three stages, is unusually valuable, since it is not a mere compilation from other and larger books, but is the fruit of independent research and study. It is written in a style so simple and untechnical that the reader is lured on from page to page, and some parts of it are of unusual interest. To give a specimen of Mrs. Miller's method of dealing with her subject we subjoin the contents of paragraph No. 91 in Stage III.

There is no doubt, however, that the quantity and quality of the cerebrum are both capable of improvement by use of the brain, and especially by use of it in childhood and in youth. If a man uses one of his muscles much, it gets larger and more powerful than if he lets it keep at rest. So if the brain is trained and used, it in like manner gets larger and more powerful. This is specially true of the time during which the organ is growing—childhood and youth. Education in school exercises the brain. A boy or girl who keeps regularly at school, and does lessons industriously, is therefore sure to have, in adult life, a larger brain, with better developed convolutions, than one who was born with the same sized brain, but who shirks his lessons and plays truant as often as he can. The result of the different conduct will be that the industrious schoolfellow, as a man, will have a better brain to apply to anything that he may choose to do than the lazy one will. Boys and girls will see, therefore, that their future ability and their future prospects depend very much upon the proper employment of their brains throughout their school life.

Exercises in English Grammar and Composition. By David Salmon. London: Moffatt and Paige.

THIS is a good book of exercises in grammar, and can be used in connection with almost any school grammar. We are glad to see that the compiler, in giving poetical extracts, states at the end the name of the writer from whose works they have been taken. It is the completest book of grammatical exercises that we have yet seen, and it has also a series of exhaustive exercises on English Composition. The book is rendered more attractive by having a set of pictures at the end, which the pupil is directed to describe in words. We have no doubt this work will be found of great use in schools.

Mensuration for Beginners, Part I. Mensuration of Plane Surfaces. By William Dodds, B.A. London: Thomas Murby.

THERE may be many of our readers who are wanting a good elementary work on mensuration, and to them we can confidently recommend the work under review. Mr. Dodds gives hints for the solution of the more difficult problems, and answers to all the examples are supplied at the end of the work.

Our Little Ones. A Children's Magazine for July, 1882. London: Griffith and Farran.

THIS is a capital sixpenny monthly magazine for children, and would do admirably as a reading book for Standard I. in schools, or for the first class in an infant school. The type is large and clear, the pictures are very effective, and the tales and sketches are written with great simplicity, and are full of interest for children.

CORRESPONDENCE.

NOTICE TO CORRESPONDENTS.

N.B.—The Editor is not responsible for the opinions of his Correspondents. All letters intended for insertion should be written only on one side of the paper. They should contain the real names and addresses of the writers, not necessarily for insertion, but as a guarantee of good faith. All letters and reports of meetings intended for insertion in the next number should reach us by the 20th inst.

MR. E. H. BRODIE AS AN INSPECTOR.

To the Editor of the National Schoolmaster.

SIR,—In your impartial Leader on "School Boards in their relations with H.M. Inspectors," &c., you say, "We know nothing of Mr. E. H. Brodie as an inspector." Now I, as one of the oldest teachers in that gentleman's district, do know something of him. I know him to be a most kind and courteous inspector—every inch a gentleman—always pleased to commend good work, and evidently pained when his duty compels him to find fault. This knowledge of Mr. Brodie has been acquired during the *eight* visits he has paid to this school, and I can't help feeling indignant to hear a good man maligned.—I am, sir, your obedient servant,

E. T. W., 26½ years head teacher of a London School.

P.S.—If you can find room for the above in your truly valuable paper, I shall feel obliged.

THE TEACHER'S VOICE IN THE SELECTION OF SCHOOL BOOKS.

WE are glad to see that this has at last been recognised, to a modified extent, by the London School Board in what we may describe as a not unsatisfactory compromise. A committee of the London Board sit as censors of all school books published; some they admit and place on their requisition list; some they condemn, and decide that they shall not be used in any of the London Board schools. A scheme of this kind has been tried before, by the Education Department, who made a grant towards the supply to schools at a reduced price of certain school books, which they had carefully examined, and stamped with their official approbation. Whether this scheme was given up on account of some unsoundness in the principle, or as a means of fiscal retrenchment then much in vogue, we are not aware. The fact is, it was abandoned, and the Education Department ever since has steadily set its face against assuming the difficult and invidious office of general censor of school books. But Pope has a line that "fools rush in where angels fear to tread," and though we are far from saying that the London Board are "fools," or that the Education Department consist of "angels," perhaps the line is applicable to the situation in the manner in which the poet intended it. It seems singular that in a period of history in which free trade in other matters is in the ascendant, the School Board of the metropolis should maintain the principle of "protection" in the school books and appliances used in its schools. Reasons of remarkable subtlety are adduced for the maintenance of this system. Some teachers desire "to use such text-books as will produce good apparent results on examination, rather than those which have the best effect in training the minds of the children. As H.M. Inspectors have merely to deal with results, they have no means of ensuring the good quality of the books employed." This is a heavy indictment against the present system of Government inspection, as it implies that the "results" which the Government require from the schools they support may be obtained without any wholesome mental training. But while the London School Board are content to tolerate this admittedly defective system, it seems that they feel constrained to remedy its bad effects by limiting teachers to such text-books that have the effect of training the minds of the children. It is lamentable, of course, that some publishers should push their trade by holding out to teachers "inducements of a corrupt nature." It is only the lowest class of publishers who would descend to this, and unless they could, by an

unerring instinct, detect the lowest class of teachers, their game would not be, by any means, a safe game to play at. If a high-minded teacher ventured to make public the corrupt proposal of the publisher, that publisher would lose more by the exposure of his malpractices than he would gain by any possible amount of success.

In fact, if the system adopted by the London Board is a good one, it ought to be adopted by the Privy Council for the whole Kingdom. The Education Department ought to have a "list" of books which it is prepared to sanction in elementary schools, and to forbid the introduction of other books which have not a place on the "list." But we are glad to see that the Education Department are not disposed to enter upon such a course of folly, and we think we can understand the reasons which actuate them in refraining from undertaking the censorship of books. *Firstly, It would lead to official jobbery*, and we are not certain that there is not such jobbery in connection with the requisition list of the London School Board. *Secondly, It would fetter the free action of the teachers.* Under the present system, when a teacher gets a bad report, he is unable to say that it arises from the fact that he has been supplied with books unsuitable to his purpose and line of teaching. All teachers have not the same methods, and books that would suit one method of teaching would not suit another. *Thirdly, It would impose a miserable and dull uniformity on our elementary schools.* Where there is now a healthy and picturesque variety, there would be, in that case, a dead level of uniform dulness. *Fourthly, It would tend to limit the publication of elementary school books.* Writers and publishers who did not feel that they had influence with the censors would not venture their capital on the production of really useful books, and the cause of education would enormously suffer from their discouragement. *Fifthly, It would prevent the only possible test of the usefulness of a school book being applied to it, viz., its success in actual school work.* A book may look very well on a reviewer's or examiner's table; the reviewer or examiner may predict that it will take a high place as a standard book in elementary schools; but it may be with that, as with the prosperous ungodly which the Psalmist speaks of, "I went by, and lo he was gone; I sought him, but his place could nowhere be found."

We are glad, however, that the London Board has found a means of recognising, to some extent, the right of the teacher to choose his tools, in the provision they have introduced, that if a teacher knows a book or books more to his purpose than those on the list, he is at liberty to recommend them to the censors, by placing their titles in a blank space at the bottom of the list. Whether these books, if approved of, are

simply to be sanctioned in the school where the teacher has recommended them, or are to be placed on the requisition list to be obtained by all schools, we are not aware, but we are very glad to see that the London Board have seen their way to make this small concession to the views of those who are the advocates of free trade in school books.

THE BLUE BOOK FOR 1881.

(Fifth Article.)

MR. JOHNSTONE, in his report of schools in the counties of Bedford and Huntingdon, points out that however seriously voluntary managers may sometimes neglect their duties, they are surpassed in this respect by some country boards. He gives, as an instance, the proceedings of the school board of Streatley, in Bedfordshire, which have simply been "to saddle the district with the salary of a clerk, and with a subsidy to the village alehouse for the expenses of their meetings." However, Mr. Johnstone is able to say that out of 69 boards in his district this is the only one that has evaded its responsibilities:—

> The default of voluntary managers is serious enough, but the default of a school board appears to deserve additional notice. The school board of Streatley, in Bedfordshire, after much preliminary forbearance with the district, was formed in 1875. Since then there has been a second election, and the district has thus been for five years under this authority. From the first there was no school of any kind for the children to go to, and none, so far as I can judge, is even yet in prospect. The second board succeeded to the first at the triennial election, and in succession has adopted the inactivity of its predecessor. All that the members have done has been to saddle the district with the salary of a clerk, and with a subsidy to the village alehouse for the expenses of their meetings. This is assuredly a case in which the taking of decisive steps is desirable, and I would most earnestly urge the necessity of them upon your Lordships.

Mr. Johnstone goes on to say that country school boards do not work successfully, and he gives such good reasons for his statement that the most ardent advocate of the board system must admit its force. The election of a board, he says, is an "opening for dissension and bitterness." "The limited area of the strife concentrates the bitterness." The clergyman is at war with the dissenting minister, and religion is brought into contempt. "The farmers are indifferent, except to any added burden upon the rates." The school is neglected. We feel that this paragraph, although it is a rather long one, contains matter of such interest and importance that we extract it for the benefit of our readers.

> There is some satisfaction in being able to say that out of a total of 69 school boards with which I have to deal, this is the only one that has evaded its responsibilities. In Bedfordshire there are 52 school boards, in Huntingdonshire 17. Many of these were naturally formed in the first years that followed the passing of the Education Act of 1870. Since then there has been a period in which only few new ones arose; but now, again, there appears to be the prospect of an increase in their numbers. The agricultural depression has been felt severely in these counties.

Landlords without their rents, tenants throwing up their farms, clergy suffering often from the most serious reduction in their incomes; these, who have constituted the main body of subscribers to the voluntary schools, now find themselves unable to continue their subscriptions, and as a consequence the school board becomes a necessity for the parish. It is in these instances, indeed, that the usefulness of the system comes prominently forward. Schools that would languish or die out are at least maintained, and the burden of them is apportioned equally. But after this has been said, I fear that there is not much to add in support of village boards. I ventured in 1872, while the experience of them was still but limited, to report to your Lordships what appeared even then to be the declared weakness of these small boards; and now that the experience has been enlarged the impression that was formed at first is confirmed. Whatever good may eventually be obtained is too often accompanied by evil even from the outset. The election of a board occurs, and unless the parish be so unanimous as to return the members unopposed there is instantly the opening for dissension and bitterness. Parties are formed. In a little village, where everyone knows his neighbour, and where the election of the board is, perhaps, the one event of the year, it is an opening that is at once seized upon as the outlet both for religious and political hostility in their most unedifying forms. Much harm, I feel sure, results from these contested elections, and the limited area of the strife but concentrates the mischief. The board is next formed, and probably consists of the clergyman, the dissenting minister, and three of the local farmers, with the clerk of the union as their own clerk. Local jealousies prevail; the influences of the ministers of religion neutralise each other, and end in irreligion; the farmers are indifferent, except to any added burden upon the rates; the clerk will naturally treat all questions as a pure matter of business; and the school, so far as regards personal supervision or interest on the part of any members of the board, is neglected. The board schools, who have thus, so to speak, no personal friends, are undoubtedly at a disadvantage as compared with the voluntary schools. The same keen wish to secure the best teachers for them is not always felt. There is often a disposition to be content with what gives least trouble, or even to provide on the school staff for a friend or relation. The children suffer from the absence of any direct contact with those personally interested in them, and often appear to deteriorate in their general tone and behaviour.

Mr. Johnstone goes on to discuss the question whether the remedy for these evils might not be found "in the enlargement of the area from which the boards are chosen." "Might not," he says, "the Union be substituted for the parish in rural districts as the Borough is in urban?" And that leads him to the admission that the Union school attendance committees have their faults. "But they are at least better than the rural school boards. They have the potentiality of growing successful. They are composed of a better class of men, men of wider views and broader sympathies; and their election does not turn any parish triennially into a battle-field."

Mr. Parez, who inspects schools in Cumberland and Westmorland, in the outset of his report, states the good results which follow from visits without notice. We are willing to admit that if, when these visits were first instituted, it had been stated that their aim and object was to examine the school in its undress condition, and not as a mere means to detect thieves and defaulters, much of the objection expressed against them would not have been made.

Such visits, whilst of course they are a security for regularity of registration, are also important in other ways. After the task of ascertaining whether the registers have been duly and correctly marked, posted up in all particulars, and checked at intervals by the managers, and whether the conscience clause and time-table are

exhibited, many other details demand investigation on these occasions. It is desirable, I find, to inquire, *e.g.*, whether the recommendations made in the last Report have received due attention from teacher and managers; whether the floor and benches are swept and dusted regularly, and the windows and offices kept clean, and whether the children appear at school with clean faces and tidily brushed and parted hair; whether the copybooks show signs of careful instruction, and home lessons are given systematically; whether the course of instruction in class and specific subjects has been duly set on foot, and not left practically to the fag-end of the year; whether the pupil-teachers' exercise books indicate that their lessons are being given regularly and not neglected; whether sewing material and other apparatus are supplied. The necessity of inquiry on all these matters renders the visits without notice of great importance, if more laborious than was expected; and indeed, the value of such visits will, in my opinion, gradually approximate to that of the regular yearly inspection.

Mr. Parez has also a paragraph on discipline, with the tenour of which we agree. It is doubtful if it would be wise to make a regulation that a teacher should make an entry of every case of corporal punishment in the log-book.

Rumours reach the ear of the inspector every now and then, in a roundabout way it may be, of the employment of excessive severity by some of the teachers of his district. Whilst allowance ought to be made by managers and parents for slight occasional faults of temper, on the other hand great systematic severity on the part of a teacher is an indication of his unfitness for his position, arguing either a want of proper feeling or a want of proper method. Discipline is best maintained by the observance of a regular and well understood routine in the arrangement of lessons, by the employment of physical obstacles to copying, by a vigilant eye, by absence of noise in teaching, by encouragements, and the cultivation of a love of approval; in short, by the head and the heart, not by the hand. The frequent recourse to the cane, though it may at first sight appear to be the easiest method of keeping order, and to save the teacher the expenditure of some care, is really in the end a ruinous method, and besides other objections to it, it fails to secure the object aimed at. A little manual on discipline, published by the National Society, is worthy of careful study by all teachers. The rule adopted by some boards, that all corporal punishments should be recorded in the log-book, might with advantage be rendered universal.

We are very glad to see that Mr. Parez takes up the cudgels against the prevalent system of over-working pupil-teachers. Managers and inspectors, as a rule, think little about it; they have never done the work, and they do not know what it is. All the more honour, therefore, to an inspector who, without this practical knowledge, by the mere power of sympathy raises his voice against it. He is in favour of having "stand-rests" for female pupil-teachers; of making some relaxation in their studies in history, "a subject of such overpowering detail," and he altogether objects to setting pupil-teachers to keep in backward children after school hours. These paragraphs cannot be too attentively considered by managers and teachers.

In my last report I mentioned the subject of the heavy work of our female pupil-teachers, and the need of precautions being taken against overtaxing their strength. In accordance with the action of some of the best boards, I have during the past year recommended in schools where these teachers are employed the use of stand-rests, *i.e.*, high seats with backs. A teacher seated on one of these obtains some rest while enabled to command her class.

I should be glad if in the examination course some further relaxation could be made in favour of this class of teachers, whose papers too often exhibit a mass of ill-digested material. In arithmetic some indulgence is already shown to the weaker sex,

and I think that a similar concession might be made in history, a subject of such overpowering detail. A general acquaintance with the broad outlines of English history is all that should be required of the female pupil-teachers, and one evil of the present system is that the attempt to amass so much detailed information leaves little or no leisure for the pleasurable perusal of historical literature.

And here I would raise my voice against a practice which I fear prevails in some schools, of detaining pupil-teachers after school hours to work up backward scholars or to make preparation of one kind or another for the next day's routine. Where the numbers are large, an assistant teacher ought to be employed, who might undertake such special duties; but no extra burdens should be laid on the pupil-teachers, who require all the time that can possibly be spared for the rest and exercise necessary for cherishing the physical basis of strength on which their present and future usefulness absolutely depends.

ST. PAUL'S INDUSTRIAL SCHOOL.

WE give below the evidence of Mrs. Surr, in the recent trial before Mr. Justice Hawkins and a special jury, as to the management of this school.

Mrs. Surr, who was called and examined by Mr. Macdonell, said: I am a member of the School Board for the Finsbury division. I have been on the Industrial Schools Committee. I have from time to time visited the St. Paul's school. I visited it early in September, 1880. I went over it on that occasion—the great part of it. I am not sure that I went into the so-called infirmary on that occasion.

Mr. Justice Hawkins here interposed and said that he did not think such evidence as this could be received.

Mr. Macdonell argued that Mrs. Surr's observations made upon her visits to the school were relevant to the charge of mismanagement, and also would bear upon the question whether Mr. Scrutton was morally guilty of manslaughter.

Mr. Justice Hawkins said that the mismanagement of the school was a different thing from the plaintiff's misconduct, and that he was prepared to rule that a man could not be proved guilty of embezzling money upon the evidence of a person who went over the school and found signs of mismanagement, nor guilty of manslaughter unless the death of an individual boy could be traced to his conduct. He would, however, allow the evidence to proceed until Mr. Clarke returned. The School Board should not have abandoned the inquiry which they had commenced. They were warned by some of the members that the trial could not afford opportunity for an exhaustive inquiry, and with those members he entirely concurred. If the trial went into these matters, it must go over the Long Vacation and probably to Christmas.

Mrs. Surr's examination was then continued.—At that visit I saw the buildings in a delapidated condition, containing a number of dirty, pallid children. Their clothing was wretched. Some of them were working without jackets, and their shirt-sleeves were hanging from their shoulders, leaving their arms bare. Their toes protruded from their boots. I saw children who appeared to have been picked out of the gutter and to have remained in the condition in which they had been found. I went to the dormitories and found the bed-coverings were scanty. I observed wounds on the children's hands and sores on their necks, and that their heads were in a filthy condition. One seemed to have been wounded in wood-chopping. Mr. Scrutton was then Chairman of the Industrial Schools Committee. I brought the matter to his notice as soon as I could. I put a notice upon the agenda paper of the committee. (Notice of the 28th of September, 1880, read and put in.) From January, 1881, to September, 1881, I incessantly drew the attention not only of Mr. Scrutton, but of the whole Board to the school. I had conversations with Mr. Scrutton at the committees, but he treated what I said contemptuously or only laughed. I visited the school again in January, 1881. I observed just what I saw before and what I have described. I went into what was called an infirmary. This was a small empty room, without any furniture. There were no boys in it. I visited it about five times. Things did not

improve, notwithstanding my constant appeal. I do not think I said anything to Mr. Scrutton after being laughed at. I called attention to the boys' want of clothing, pallor consequent on semi-starvation, and the need of a furnished infirmary. All that I had seen was wanting in the school was made known to Mr. Scrutton. I visited the school after the fire, and at the time of the Government inquiry in October. I then observed the boys newly dressed—clothes, boots, and everything. The infirmary was the same as before. I was present at that inquiry. I remember the accounts being shown to Mr. Scrutton, and the subject of maintenance vouchers being mentioned to him by Mr. Rodgers, one of the inspectors. He said to Mr. Scrutton, "Your conduct, sir, is dishonest and highly reprehensible. It is unjustifiable. Whenever I see such conduct I rebuke it." Mr. Scrutton said, "I thought I was justified in taking the money when the boys were gone, as there were expenses still going on in the school." A great deal was said, but Mr. Rodgers spoke with great warmth and rapidity. A specimen of cocoa was produced at the inquiry, and I said, "That is not the cocoa which you have been using." Hinchcliffe was obliged to admit that he had only used it for a month. A dietary was also produced, but thrown aside by the inspector as worthless.

Cross-examined by Mr. Russell.—It is true that Mr. Scrutton in 1880 proposed to the Board that they should send members to visit the different industrial schools with which the Board was concerned. I volunteered to go to St. Paul's school, but the offer was met with silence. My first visit to St. Paul's school was in September, 1880.

Mr. Russell: What did you write in the visitors' book?

Mrs. Surr: I did not then know that the children were dwarfed, though I perceived they were small. I observed great want of furniture, but I did think that Hinchcliffe and his wife tried to be kind to the children and do the best for them under the difficulties they had to meet.

Mr. Russell: Are you not making a mistake? Did you not make an entry to that effect on the 4th of January, 1881? (Reads entry.)

Mrs. Surr: I cannot speak as to the date. The entry which you have read I did make at one time or other. I did not ascertain as to the boots that they had been cut on account of the boys' chilblains. Their toes were too dirty to see any chilblains if they had them, and chilblains do not come on the ankles, where the boots were also broken. There were a bath and a lavatory at the school, but they did not appear to be used. I did not know that the furniture was taken out of the infirmary after each case of sickness to prevent infection. I did not ascertain whether there were a comb and a brush for each boy. I saw none in the lavatory. I did not ask to see them. I used my eyes. I did not see cause to suspect the existence of such things. I visited the school after the fire. I did not see the boy Griffin. I heard that he had seen me. No special boy was employed to bring others to me. They came voluntarily to my house. I took their statements, which my counsel now have. I saw more than 100 boys who were or had been at the school. If they were hungry I fed them; if half-naked I clothed them. Some one said the hunger was in their hearts. I found many who had left the school were hungry. I dare say I gave them some trifle when they had come a long way. I would say, perhaps, "There, put that in your pocket to ride back."

Mr. Russell: Then, Mrs. Surr, you found the supply of boys copious?

Mrs. Surr: Very.

Mr. Russell: You have referred to conversations at the Government inquiry which are not reported; are you sure that it was not Hinchcliffe who was addressed in the language you mentioned by Mr. Rodgers?

Mrs. Surr: I can swear it was Mr. Scrutton.

Re-examined.—The boys seemed to find me out in a marvellous manner.

Mr. Justice Hawkins: The witness, no doubt, was ever ready to do some kind thing for them—to give them a meal, for instance. This was something like holding out an invitation of honey to a swarm of wasps.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, on June 29th, a large deputation introduced by the Rev. J. Diggle and Dr. Richardson, and headed by the Rev. Canon Money, presented a memorial on the subject of "School Management." The memorial was from the managers of the London Board Schools, in number 1,300, who complain that alterations are made in the schools, and teachers dismissed or suspended, without any consultation with them. It was ultimately resolved "That the memorial be referred to a special committee, who shall confer with the memorialists as desired, and consider their proposals to enquire into the present system of local management."

A discussion then took place on the payment to be made for the legal work of the board, which ended in the decision that the solicitor's fixed salary should remain as at present £1,500 per annum.

The next paragraph in the report of this meeting is headed "The Publishers and the Requisition List," and we subjoin it, because it relates to a matter of interest to teachers, the giving of the workman some voice in the selection of his tools. We are glad to see that by this amendment the London Board allow the teacher of any school to place at the end of the requisition list the titles of any books which they think would be of greater use to them than similar ones already on the list.

THE PUBLISHERS AND THE REQUISITION LIST.

Mr. Mark Wilks then moved the adoption of a letter drawn up by the Stores Sub-Committee of the School Management Committee, for transmission to Messrs. Longmans, Green, and Co., and other publishers, in answer to a letter received from them in reference to the Board's requisition list of school books (see *School Board Chronicle*, June 24, page 598).

Mr. S. Buxton moved an amendment to add the following paragraph to the letter:—

They have also decided to leave a space at the end of the requisition list in which teachers may insert the names of any books, not on the list, which they believe would be of greater educational use to them than similar ones already on the list. It must be understood, however, that, while these special books will be considered on their merits, they will not necessarily be supplied or placed on the list.

He said it was absolutely essential that the board should retain the control of the books used in their schools, but by this amendment he believed many good books would obtain a place on the list which might otherwise be overlooked.

Mr. Henry Gover seconded the amendment. He thought the teachers should certainly be allowed to submit to the committee any improvement which they thought might be made in the list.

The Rev. J. Diggle supported the amendment, which he thought struck at the root of the evil of the requisition list—its constitution of a monopoly.

Mr. Richardson did not at all agree with the terms of the letter. He was opposed to retaining the list, considering that the teachers should be allowed to choose their own books.

At the request of Dr. Wainwright, Mr. S. Buxton agreed to insert the word "solely" before the words "on their merits," in his amendment.

Miss Simcox, in answer to Mr. Richardson, said it was unreasonable to expect the board to abdicate in favour of the teachers, whose qualifications for deciding on the merits of school books differed very greatly.

Dr. Gladstone, Chairman of the Stores Sub-Committee, said he could not agree to the amendment, which was inconvenient and unworkable. It would tend to the encouragement of touting on the part of the publishers—the very thing they wanted to put down. He said the sub-committee were perfectly impartial and unprejudiced in their decisions as to the merits of books, and the attacks which had been made upon them in certain newspapers were totally unwarranted.

Mr. Spicer hoped the Board would agree to the amendment. It embodied a compromise which would go far towards satisfying the largest and most important section of the publishing trade.

The Rev. T. Morse defended the principle of the requisition list.

Mrs. Webster opposed the amendment. It could not do any good and might do harm.

The Hon. E. L. Stanley said the amendment could not do any harm and would not do any good. However, as it appeared likely to make matters smoother, without injuring the board's position, he should support it.

Mr. Wilks, in reply, said it was his duty, as chairman of the committee, to bring up the letter in the shape in which it appeared, but he was in perfect accord with the amendment, and he hoped Dr. Gladstone would agree to it.

The amendment was agreed to without a division. On its being put as a substantive motion,

Miss Taylor moved as an amendment to the effect that a letter should be forwarded stating "That the School Management Committee is instructed to leave to the head teachers the selection of books used for teaching; the orders to go through the School Management Committee, with whom also will rest the decision as to quantities; bills to be sent by publishers to the School Management Committee; by them to be handed on, after revision, to the Finance Committee for payment."

Mrs. Surr seconded the motion, and it was supported by Mr. Richardson and Mr. Roberts. On a division, it was lost by sixteen votes against four.

The letter as amended was adopted.

At the meeting of the London Board, on July 6th, Mrs. Fenwick Miller moved, "That the chairman of the board be requested to summon a meeting of the special committee on the St. Paul's Industrial School for the first available date, and that it be an instruction to that committee to forthwith resume the taking of evidence." This motion was made because, in the recent trial, the judge had not allowed evidence as to the general conduct of the school to be given. Mr. Roberts seconded the motion, to which an amendment was moved by Dr. Gladstone, "That the reference of the board of the 20th October to the special committee be discharged." It was questioned whether this was an amendment, and whether a motion could be rescinded without notice, but the chairman ruled, in the face of much opposition, that the amendment was in order. The amendment was carried by the narrow majority of 20 votes against 19, but, upon its being put from the chair as a substantive motion, the previous question was moved as a fresh amendment to it, and carried by 20 votes against 15. It follows, therefore, from the discussion, that though Mrs. Miller did not carry her motion, neither did Dr. Gladstone succeed in carrying his amendment, which many thought would have introduced a disastrous precedent, of which a small minority might take advantage to discharge a standing committee at the end of some meeting without having given notice of motion.

Mr. Heller then moved that the day of meeting be altered back again from Thursday to Wednesday, so as to give the educational papers greater facilities for reporting the proceedings; but the motion was lost by 20 votes against 15. It was agreed that the autumn vacation should extend from the 3rd of August to the 12th of October.

At the meeting of the London Board, on July 13th, a report of the School Management Committee came on for consideration, recommending that an experiment should be tried in six schools in the worst and lowest districts of dispensing with the fees. It appeared that the proposal had only been carried in the School Management Committee by the narrow majority of one, and the amount of the fees paid last year in these schools exceeded the sum of £600. Mr. H. Gover moved as an amendment to the recommendation of the committee, "That the question be not now put," which was seconded by Mr. Lucraft. "If they had a free school in Chequer Alley," he said, "the parents in the adjacent district who preferred a 'penn'orth' of gin to a pennyworth of education would send their children to that free school, and fill the places intended for parents who could not really afford to pay for their children." The previous question was carried by 18 votes against 17, but a motion was given notice of, directing that a letter be forwarded to the Education Department, asking for permission to try this experiment in one of the worst of the districts (Golden Lane School, Barbican, Finsbury).

It was then resolved, after a tedious discussion, on a resolution moved by the chairman that the references from the board of the 13th October and of the 10th November, 1881, concerning an enquiry into the management of the St. Paul's Industrial School be discharged. It was evidently felt by the board that enough had been said on the matter, and that as the school was now closed no good result would follow any further enquiry.

As an illustration of the evil we referred to in our last number, we mean the injudicious publication of debates in which the character of teachers is concerned, we give below a report of a discussion in the Prescot School Board on the Inspectors and report of their schools. We think it would have been better for teachers and scholars if reporters had not been present at a meeting of this kind.

THE PERCENTAGE OF PASSES.

The report of H.M. inspector contained the following passages:—

Boys' school: This school is not doing well. The failures in the elementary subjects are numerous, and although the children are of a very poor class, that will not altogether explain their backward condition. Girls' school: This department has fallen off in discipline and also in attainments. The children were not so orderly or well acquainted with the routine of school work as they seemed to be last year. All classes did very poorly in arithmetic. Improvement in the attainments of the boys, and in the discipline and attainments of the girls, will be expected next year, or the grants may incur serious deduction, under Article 115 of the New Code of 1882.

The Chairman said the passes had never been so low as they were this year. He asked whether there had been any alteration in the Code, or was it simply that the schools had gone backward?

The Clerk thought they were a little stricter in the examination than usual.

The Chairman: But then there is the fact that there has been a falling off year by year—a steady decrease all along.

Mr. Goldsworth would like to know what had been the result of the examination at other schools. He thought it would be scarcely fair to come to a conclusion before they knew what other schools were doing. If they found that the inspector had been obliged to increase in strictness, that might account for it; but if other schools were gaining higher grants then it would reflect upon the management of the school.

Mr. Hewitt said the report was unsatisfactory. As to that arising from the increased strictness of the inspector—with the object of keeping down the grant—they knew very well that the Government were constantly asking for more money.

Mr. Goldsworth: That arises in consequence of the extension of School Board institutions.

Mr. Hewitt: I find from the reports of other schools which have appeared in the *School Board Chronicle* that our schools are getting comparatively worse year after year.

The Chairman said there was no doubt that the schools were steadily decreasing in efficiency.

Mr. Goldsworth moved "that information be obtained from other schools."

Mr. Hewitt did not think a comparison with other schools would account for the conduct of that school.

The motion was carried.

The teachers of the schools were asked to explain the conduct of the schools. They replied that there had been epidemics during the whole of the year interfering with the attendance.

The question whether a conscience clause should be imposed upon Training Colleges is now being discussed by the schools boards, upon an invitation of the Swansea Board, to accompany it on a deputation to the Education Department to consider the matter. We are glad to see that the Cardiff Board has decided not to take part in the agitation. The speech of Dr. Edwards, which we give below, shows what the more fair-minded advocates of the school board system think about this subject.

Dr. Edwards said he sympathised very largely with the sentiments enunciated by Mr. Thompson. With regard to denominational colleges built by and partially supported by denominational parties, he thought there was considerable delicacy in interfering with prescriptive rights. He had come to be in favour of the present Board school system, which was perfectly free from religious teaching. Having gone so far, it would be more equitable and just for the State to step in and provide other colleges more in harmony with the Board schools, instead of interfering with the present denominational training colleges.

For the original motion five voted, and six for the amendment. The amendment was therefore carried.

Th chairman of the Lower Halstow School Board has been fined by the Sittingbourne magistrates "for illegally employing children in the manufacture of bricks." Mr. Redgrave, Inspector under the Factory Act, said he was not surprised to find that Mr. Wood, the chairman, was not present to answer the charge, because this was the third occasion on which he had found it necessary to institute legal proceedings against him. The *School Board Chronicle*, in its notice of the matter, remarks, "it is stated that the Education Department have ordered a strict

enquiry into the manner in which the Education Act has been administered in Lower Halstow."

The School Boards, when magistrates decline to convict the persons they bring before them, sometimes appeal to the Home Secretary, whose aim is to smooth matters between them. The following paragraph contains one of Sir W. Harcourt's epistles, dealing with this troublesome matter:—

PROSECUTIONS.—NORTHOP.

The Clerk read the following letter from the Home Secretary in reply to a communication from the Board with reference to the decisions of the magistrates on the 27th of April last:—

Whitehall, June, 1882.

Sir,—I am directed by the Secretary of State to acquaint you that he has communicated with the Justices of the Peace for Northop on the subject of the School Board cases to which you called his attention in your letter of the 13th ultimo. The Justices state that all these cases were severally investigated, and dealt with after full consideration, and according to the circumstances of each case as they appeared in the evidence, and they do not think that there is any reason to doubt that the decisions were right. One of the eleven cases ended in a conviction, and it appears that the three which were adjourned for further inquiry have now been heard and have also resulted in convictions.—I am, sir, your obedient servant, GODFREY LUSHINGTON.

It has been suggested that small country boards, each one of which by itself would not need a Board Inspector, and could not afford to pay him, should unite together to have a "County Board School Inspector." The subject has been considered in the Penrith district, but has been deferred to a more favourable period for consideration.

NATIONAL UNION OF ELEMENTARY TEACHERS.

MEETING OF THE EXECUTIVE.

An ordinary meeting of the Executive was held at 57 and 58, Chancery lane, W.C., on Saturday, July 8th, at 11 a.m. Mr. R. Sykes (President) took the chair, and the following members attended:—Messrs. Dawson, B.A. (Vice President), Langler, B.A. (Ex-President), Greenwood (Treasurer), Bagot, Baldwin, H. Clark, Day, Devonshire, Gardner, Girling, Graves, Grove, Hamilton, Lethbridge, E. W. Moore, M.A., H. J. Moore, Pitt, B.A., Powell, Rankilor, Scotson, Tait, Vernon, Wild, B.A., Woodcock, Genner (Northamptonshire), Tattersall (North Lancashire and Westmoreland), Webb (East Lancashire), and Heller (Secretary). Mr. James (Assistant Secretary) was also present.

Mr. Greenwood (Treasurer) brought up the following statement:—

Treasurer's Statement of Receipts and Expenditure for the Period from May 19th to June 27th, 1882.

RECEIPTS.	£	s.	d.
To Balance in hand (May 18th)	42	5	6
,, Subscriptions	140	6	0
,, Inquiry Fees	0	15	0
	£183	6	6

EXPENDITURE.	£	s.	d.	£	s.	d.
By Travelling Expenses—						
Secretary (Kent, Lancashire, &c)	20	10	6			
Deputations	1	16	3			
				22	6	9
,, Postage				12	12	4
,, Printing and Stationery				50	0	10
,, Conference Expenses				57	8	6
,, Salaries and Wages				4	17	0
,, Issue of Report				0	3	0
,, Law Expenses (Fee repaid)				0	5	0
,, Stamps and Petty Cash				0	10	4
,, Housekeeper				6	12	0
,, Rent of Room for Executive Meetings				5	15	6
,, Removing Furniture				1	6	0
,, Fuel, Gas, and Office Expenses				0	16	2
				162	13	5
,, Balance in hand				20	13	1
				£183	6	6

RESERVE FUND ACCOUNT.

Dr.	£	s.	d.	*Cr.*	£	s.	d.
To Balance in hand, May 18th	252	0	6	By Balance in hand, June 27th	252	0	6
	£252	0	6		£252	0	6

(Signed) RD. GREENWOOD, Treasurer.

The Treasurer called the serious attention of the Executive to the state of the finances. After drawing the June cheques in 1881, there was about £70 of the Reserve Fund available in cash. This year there was next to nothing. The Reserve Fund up to June 27 was £252 0s. 6d., and there was in hand of N. U. E. T. money £20 13s. 1d. About £60 had been received since. £120 of the Reserve Fund was invested, so there was available in cash about £212. The Finance Committee had ordered cheques to the amount of £178 10s. for salaries and rent for the June quarter. A cheque for £30 for current expenses would be asked for, leaving a very small balance after exhausting all that was available of the Reserve Fund. Matters had been driven so closely that the secretary's salary had not been paid. A bill for £60 for new furniture must be paid shortly, and between £50 and £60 was still owing to members of the Executive for travelling expenses up to Easter. Experience taught that subscriptions would come in very slowly during the next three months. One hundred and sixty-three associations had forwarded no money during the first half of the year. All the secretaries had been written to once, and every officer of each of these associations had been appealed to twice by circular. Their attention had been called to a resolution of the Executive respecting the payment of the balance of subscriptions in hand, but no adequate response had been made. Up to June 27, 1882, there had been received £577 13s. 10d. as against £548 17s. 11d. in 1881. Calculating the cost of the Union for the year as £2,000, there should have been received by this time £1,000, to work the Union with ease. Accounts to the amount of £734 10s. 9d. had been paid, as against £720 last year.

Mr. Tait suggested that a strong circular should be addressed to the committee of each association pointing out the financial position of the Union. He had an impression that the Executive agreed some time ago to publish week by week in *The Schoolmaster* a statement of the subscriptions received, and a comparison of these with the amount received in the previous year. He thought the list of subscriptions should be set out more prominently in *The Schoolmaster*.

Mr. Wild remarked that if the travelling expenses of the Executive had been paid the Union would now have been indebted to the Reserve Fund about £50.

The statement was then received and adopted.

The treasurer and secretary were empowered to transfer the banking account to a more convenient branch.

Mr. Tait moved, and Mr. Gordon seconded, "That a circular be addressed to the committees of associations representing the financial difficulty of the Union, and asking for the payment of the subscriptions."

Mr. Greenwood thought the publication of the statement made this morning would have the desired effect without incurring the additional expense and without giving the office extra work. He did not see how to send to the committees. It could only go through the secretaries, and they had twice received communications on the subject.

Mr. Heller thought it would do no good to send out another circular.

The motion was then lost.

Mr. Hamilton (Chairman of Committee) brought up the following report:—

EIGHTH REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE [June 27th, 1882].

At the meeting of the Finance and General Purposes Committee, held on June 27th, the Chairman reported the steps which had been taken towards furnishing the new offices.

The Secretary's books and accounts were examined and signed as correct.

The Committee ordered the signing of the following cheques:—Salary of Secretary for quarter ending June 30th, £100: salary of Assistant Secretary for quarter ending June 30th, £62 10s.; salary of Clerk for June, £3 5s.; rent for quarter ending Midsummer, £13 15s.

The Committee have to report that the total number of members whose subscriptions were paid up to June 27th was 3,788, as against 4,198 in the corresponding period of last year.

The Committee considered a draft letter submitted by the Secretary in reference to the constitution and election of the Executive, and agreed to issue it to the local associations. They also carefully examined the questions suggested by Messrs. Graves, Clarkson, Tait, and Rankilor, and, after a few modifications, they appended them to the report of the special commmittee on this subject.

(Signed) G. M. E. HAMILTON, Chairman.
T. E. HELLER, Secretary.

Mr. Hamilton called attention to the paragraph relating to the number of members for whom subscriptions had been received.

The report was then received.

The Secretary stated that he had granted the use of the room for a meeting of teachers who were proposing to establish a Scholastic Club, and he should require either to be censured or indemnified for that action. He also asked for a cheque for £30 for current expenses during the next two months.

Mr. Dawson, in moving the reception of the report, spoke of the good which would result from the secretary's visit to the associations in East and South-west Lancashire.

In reply to a remark by Mr. Tait respecting the use of geographical readers, Mr. Heller said that his report on this point referred to a question as to the use of those books during the period immediately before and after the New Code comes into force. Since the question was first put the New Code had been issued, and in that the word "should" was substituted for "must."

Mr. H. Clark was anxious to know whether geographical readers must be obtained, and Mr. H. J. Moore suggested that the secretary should endeavour to obtain a statement on the subject from the Department.

Mr. Heller stated that he understood the Instructions to Inspectors would be issued shortly.

On the motion of Messrs. Grove and Lethbridge the thanks of the Executive were given to Messrs. Sykes, Gardner, Preston, Whittett, Finney, &c., who had accompanied Mr. Heller in his visits to the various meetings.

Mr. E. W. Moore moved the following resolution, of which notice had been given by Mr. Russell and himself, "That the Acting Committee be, and it is hereby, dissolved." (A letter was read from Mr. Russell apologising for his absence.) Mr. E. W. Moore expressed his regret that Mr. Russell was not present to move his resolution as he had not given the matter a very full consideration. He regarded the Acting Committee as a small meeting of the Executive, and in order that the Executive should know exactly what took place at these meetings he had moved in the Committee that the minutes should be read to the Executive as a record of the proceedings, but the committee did not adopt that course. The question which occurred to him was, "Why should the Executive depute its functions to a few?" He believed the reason why the committee was appointed was that there seemed to be a difficulty in carrying on the work of the Union with the members elected at the last Conference. The difficulty, if it existed at all, was not insurmountable. Those gentlemen who were elected by Conference, ought to be—and he had no doubt they were—prepared to do the work. The way in which the work could be carried on was pointed out in a motion standing in the name of Mr. Tait, and he would certainly support a motion for an additional meeting of the Executive in place of the Acting Committee. In the election of members of the Executive, the representatives were guided to some extent by the number of attendances, and this would place the members of the Acting Committee at an advantage. As all the members of the Executive had accepted the duty of carrying on the work of the Union, he hoped they would do it and not yield their power to a few.

Mr. Tait seconded the motion. He understood that the Acting Committee was appointed to do the work which was not very important, to consider matters which it would not be necessary for the whole Executive to take up. He reminded the Executive that many of the most important subjects arise from the reports of the various committees. He had been elected to do a certain work, and he was not prepared to give it up to a small section. If that principle were adopted, he would prefer that the secretary alone should act for the Union. The Executive would not be true to those who elected them if they did not do the work. He would rather resign than continue a member and find that work was done over which he had no control except by moving a vote of censure upon those who had done it. He did not see why members of the Executive who could attend the Acting Committee should not be invited to do so. If some arrangement were made by which, with one journey, members could attend two meetings, the business would be transacted more satisfactorily. It appeared to him that the Acting Committee itself was anxious to put an end to its own existence.

Mr. Lethbridge thought they had not given the Acting Committee a fair trial. The least they could have done would have been to let it work for two or three

months. He was not aware that anything was done at the last meeting which the Executive would wish undone, nor was anything left undone which ought to have been done. If the whole Executive had been present they could not have done more, and they might have done less. The previous meeting of the Executive cost over £20, and there was not so much good done for the Union. The Acting Committee got through their work by 9-30 after spending more than an hour in discussing how they should report to the Executive. The question had been asked, "Why should the Executive depute its functions to a committee?" He did not see why it should not if the work could be as well done by a few as by a large number, and as the work increased they would be bound to do it. With respect to reporting the proceedings, he pointed out at the meeting of the Acting Committee the great anxiety of many members to publish. Nine-tenths of the business was of no interest except to individuals or to individual associations. In the Executive meetings a great deal of the work had often been done by a small number after ten o'clock at night. His only object in proposing the appointment of the Acting Committee was economy of time and money. It had been pointed out to him that it might appear that his object was to thwart the result of the last election of the Executive. He could easily show them that such was not his intention, as he proposed the same resolution twelve months before, and was not successful in carrying it. He merely wished to save the time of the Executive, and do what was best for the Union. If the Committee had been a failure he was quite ready to accept the decision of the majority.

Mr. Gardner did not like being elected to discharge duties and then not to have a chance of taking a part in the work. He was summoned to an Organisation Committee on the Saturday morning after the meeting of the Acting Committee on Friday evening, and if he had been able to attend the one he would have liked an opportunity to take part in the business of the other. It was said that the work of the Acting Committee was performed efficiently and in a short time. If only two men had been called together it might have been done in still less time. He suggested that the resolution should take the following form:—"That the Acting Committee be, and it is hereby, dissolved, and that an Executive meeting on the evening of the third Friday in the month be substituted in its place."

The amended form was accepted by the mover and seconder.

Mr. Webb called attention to the fact that two letters came before the Acting Committee, each asking for the attendance of a particular member of the Executive at association meetings. One request was acceded to, and in the other case the letter was referred to the Organisation Committee. A remark was made at that meeting which would discourage associations from naming the gentlemen whose attendance they might desire. He thought associations should rather be requested to say whom they wished to see. He supported the resolution, but would prefer two Saturday meetings in the month.

Mr. H. J. Moore thought they were ignoring the vote of Conference in giving the work to an Acting Committee. If, at the next Conference, the Executive were asked why the travelling expenses were not greater, they would have to say that although Conference appointed certain gentlemen on the Executive, the expenses were so great that they determined that they should not all attend to do the work. The Executive should be loyal to the decision of Conference, and if the expenses were too great Conference must take the responsibility of meeting them.

Mr. Langler had opposed the appointment of the Acting Committee, but now that it had been called into existence he thought they should place confidence in it.

Mr. Vernon considered that the Committee was not appointed in a formal and regular manner, as no notice was given of such a motion. If such notice had been given he believed the committee would never have been appointed. He thought it showed a want of confidence in the Executive itself, that the work could not be done by the provincial members. Conference knew what it was doing in electing a large number of country members. He did not like what had been said at the first meeting of the Executive and elsewhere about the inability of country members to perform the work of the Union. The present Executive could do the work very well, but if members were shut out from the deliberations, as they were by this Acting Committee, it was not giving the country members a chance of doing the work which they might do were the meetings arranged differently.

Mr. Heller, in reply to Mr. Langler, said the appointment of the Acting Com-

mittee was not irregular, as it was in order, but it perhaps might not be regarded as expedient.

Mr. Greenwood reminded Mr. Vernon of the difficulty with which Conference was induced to add 6d. to the subscription, but he did not support the appointment of the committee on the ground of economy. Many gentlemen came some hundreds of miles to do work and went away dissatisfied, feeling that they had done nothing but what could have been done equally as well by a small committee. There seemed to be a feeling that the detail work should be performed by a committee, leaving the gentlemen who have the confidence of the country free to discuss broad principles. He never heard before that the committee was appointed owing to the inability of the country members to do the work. He voted for it to relieve them of the dry detail work, and set them free for more important business.

Mr. Dawson was in favour of leaving the standing orders as at present. Members should feel bound by the decision of the majority, and not take the first opportunity for upsetting the action already taken. The objections now made to the committee were fully stated when its appointment was proposed. He hoped they would give it a trial, and not be continually revising decisions of which they do not approve. With regard to an expression used at the Acting Committee, it was, of course, impossible to fetter the remarks of any particular member either there or on the Executive.

Mr. Day was pleased to find that so many members from the provinces were able to attend to their duties as members of the Executive. He believed the Committee was appointed as a matter of expediency and with the best intentions, but he was not prepared to dispute his duties as a member of the Executive to an Acting Committee. He considered this course altogether unconstitutional.

Mr. Rankilor agreed with Mr. Day that they had no power to delegate their duties to the Committee, as it was practically overriding the deliberate conclusion arrived at last Conference.

Mr. Wild said it was perfectly constitutional for the Executive to depute any part of its functions to any portion of its members. What had been already done by the Committee had been done well, and he hoped they would allow the Committee to show what could be done in this way. If they found it trenching upon their privileges or doing anything irregular, then would be the time to stop it. He regretted to hear so much about country and town; they all had to do a certain work, and they had to do it in the best way possible.

Mr. Grove agreed with Mr. Wild that the remarks about country and town members were out of place. Such expressions would tend to undo the work which they had been labouring at for years. He was not in favour of the appointment of the Committee at first, but now that it had been called into existence he would not have attempted to dissolve it so soon. If, however, the country members felt they had a grievance he was quite prepared to sacrifice the committee.

Mr. Baldwin wished to state that the whole of the provincial members did not regard it as a grievance. He wished he could separate his interests as a teacher from those as a member of the Executive. He would like to take part in every meeting of of the Executive, and would be chary of delegating his powers to others. As an individual member, he was delighted to have an Acting Committee to perform the routine work.

Mr. Powell said that every argument brought forward to-day had been before the Executive at the time of appointing the committee. He regarded it as an appeal to the country members to put confidence in the London members, and he was prepared to give them that confidence.

Mr. E. W. Moore having replied, the motion was put to the vote and lost. The voting was as follows:—For, 10—Messrs. Day, Gardner, Hamilton, E. W. Moore, H. J. Moore, Pitt, Rankilor, Tait, Vernon, and Webb. Against, 11—Messrs. Baldwin, Dawson, Devonshire, Girling, Graves, Greenwood, Grove, Langler, Lethbridge, Scotson, and Wild. Did not vote, 4—Messrs. Bagot, H. Clark, Powell, and Heller.

It was agreed that a meeting of the Executive should be held on Saturday, July 22nd, in lieu of the Acting Committee on July 21st, and that at its rising on July 22nd, the Executive should adjourn until Saturday, September 2nd.

The Executive rose at 3-30 p.m.

The National Schoolmaster.

SUMMARY.

WE give from the *School Board Chronicle* below the outline of a case, where a parent was summoned for keeping his child away from school on examination day. Mr. Paget dismissed the summons on the ground that it was "frivolous and absurd," and charged the Barnes School Board with "taking every step to make school hateful." We suppose this matter will be decided by and by, and the result of such a summons as this will stir up the Education Department to the necessity of making their rules respected by the stipendiary magistrates, who are, however, under the jurisdiction, not of Mr. Mundella, but of Sir William Harcourt.

Controversy has arisen afresh on the question of the law of compulsory attendance at school on the day of the annual examination by Her Majesty's Inspector, in consequence of the break-down of a case of prosecution before Mr. Paget, the stipendiary magistrate. This was a case within the jurisdiction, not of the London School Board, but of the suburban School Board district of Barnes, on the Surrey side of the Thames, just outside the metropolitan area. As the case stands reported, the child—a girl twelve years of age, in the 3rd Standard—was absent on examination day without a reasonable excuse, and the father was summoned. The man's defence was that the girl objected to attend the inspection, having been threatened with a severe caning if she did not pass. The magistrate observed that the plea must be mere nonsense. "Surely," he said, "if the child does not pass she is not subject to corporal punishment," to which Mr. Yeates, who represented the School Board, replied, "Certainly not," and he proceeded to explain to the magistrate that there would be a loss of 18s. in the grant, which must fall upon the ratepayers, in consequence of the absence of the girl from the inspection. So far as the report goes, there does not appear to have been any further enquiry into the truth of the allegation of the parent that the child had been threatened with a caning if she did not pass. The schoolmistress was put in the witness-box, but there is no record of any question having been put to her touching the threat. The mistress states that, a fortnight before the examination, the child had been guilty of impudence and disobedience, and had been punished. As she had been believed up to that time to be a good girl "the punishment was light," being "one stripe with the cane on each hand." It appears that the child continued to attend the school from the date of the caning until examination day, but she is reported to have repeatedly told her companions and her teacher that she would not attend on the day of inspection. On the morning of that day the mistress sent for the

child, and received in reply a message that she had "gone to her aunt's at Fulham, and it was no use sending the School Board officer, for she would not come." At the request of the mistress the officer made some inquiries, and was told that the girl had been kept away from school because the mistress had promised to flog the whole school (of 180 children) if they did not pass. The mistress, of course, makes an emphatic denial of the charge of having given expression to any such threat. "I have been," she says, "in the habit of encouraging the children to do their best on that day, certainly not of terrifying them," and she points out that at the police-court the father had said nothing about a general threat, insisting only that his child was to have been punished if she did not pass. The mistress complains of having been compelled to hear the unfounded statements of the father without having any opportunity of repudiating the accusation, adding: "The magistrate's manner and language were so harsh to the officer that I had not the courage to request permission to vindicate my own character." The mistress will be easily acquitted of having done so foolish a thing as to threaten the whole school with corporal punishment for failing on examination day, and she is hardly likely to have seriously intimated that she would cane this particular child if she failed to pass. It is a miserable business—all this talking of caning and flogging, this mild punishment of one stroke of the cane on each hand, and all the ill-feeling arising out of it; and not less disagreeable is the strident attitude of the presiding magistrate, his neglect to enquire into questions affecting the merits of the case, and his absolute refusal to put the law in force, without attempting to ascertain whether or not the parent had a reasonable excuse—for we do not hesitate to say that there would be a reasonable excuse for absence on examination day if the child had cause to believe that corporal punishment would follow upon the failure to pass the Inspector.

A special meeting of the Executive Committee of the National Union of Elementary Teachers (the last before the recess) was held on Saturday, June 22nd, when a discussion took place on the manner in which the proceedings of the Union were reported. Mr. Heller remarked that "as an executive body they were continually having brought before them things which they had no right to publish, and which they dare not publish. If they thought a committee should revise the reports instead of the secretary, he would be glad to be relieved of it." Mr. Clarkson, in reply, said "the time of the secretary and assistant-secretary might be more profitably employed than in preparing reports for the benefit of the directors and shareholders of the *Schoolmaster*." The previous question was carried on a division by a majority of 11 to 7. The funds in the hands of the Treasurer not being sufficient to meet the ordinary expenses, it was resolved to give the Finance Committee power to sell out the £120 of the reserve fund which is invested. In moving a vote of thanks to Mr. Clarkson for attending a meeting at Skegness as deputation from the Executive Committee, Mr. Girling complained of the following passage in his speech:—"Gentlemen, it is quite time we adopted a new policy. We must have no more backstair business, no more wire-pulling; we must go straight to the public. I fully believe that some of our officials themselves are demoralized by constant contact with the permanent officials of the Department." The vote of thanks was, however, agreed to.

The usual fertile crop of blunders is reported in the examination for London School Board scholarships. We give below the list of the more conspicuous historical mistakes that were found in the papers.

The following answers will give some notion of the remarkable statements given by some of the candidates :—"The chief provisions of the Statute of Præmunire are corn, wheat, barley, and oats." "When Commonwealth came to the throne it is called Oliver Cromwell." "The Triennial Act was to try thieves." "The treaty of Utrecht was fought between the Zulus and the English." "Montfort was burnt at the stake." "John of Gaunt was the first martyr." "The King (Henry VIII.) discharged the Pope out of the country." "Lord Clive captured the Fiji Islands in 1624." "Cardinal Wolsey was a great warrior." "Walpole translated the Bible." "Walpole was another favourite of Henry VIII. He was the chief man in helping Henry VIII. for getting a divorce." "Chaucer wrote Æsop's fables." "Spencer wrote the 'Wealth of Nations.'" "One of Spencer's works is 'Llewellyn and the Greyhound.'" "Dean Swift lived in John's reign : he was a great astronomer." "Dean Swift was a joker." "The three estates of the Realm are England, Ireland, and Scotland." "Assize = blue." "Homage = prayer and praise." "Homage = had his home."

REVIEWS.

Latin Course, First Year, and Exercises with Vocabularies. London and Edinburgh: W. and R. Chambers.

This First Year's Latin Course, under the Code of 1882, contains the Latin Grammar to the end of the regular verbs, with a series of 21 exercises and vocabularies. It is a very cheap and useful little compilation.

English Grammar, Standards II-VII. By J. C. Wright. London and Manchester: John Heywood.

These little books have been specially drawn up for the New Code of 1882. They are very simple in their construction, and contain numerous exercises. After having carefully worked these exercises and learned by heart the matter in the text, no child ought to fail in the inspector's examinations in the New Code.

Wee Dan; or, Keep to the Right. A Tale of the Slums. By A. Rycroft Taylor. Manchester: John Heywood.

This is a story of a lame boy, the child of a drunken father, and the narrative goes on to show how the boy was at last the means of working the reformation of his father. The tale is pleasingly told, and it is a peculiarity of the book, and one making it suitable to children of tender years, that it is written in words of one syllable. It is illustrated with six engravings.

How to Teach the Method of Unity. By Alfonzo Gardiner. Manchester and London: John Heywood.

Mr. Gardiner says in his preface, "'The Method of Unity,' or 'Counting by First Principles,' as it is often called, is simplicity itself. It can be easily understood by even a dull child, and it is scientifically accurate. One reason why it has not been more used is on account of the difficulty children find in *arranging* the work so as to make neat and tidy papers for the inspector's keen eye. This difficulty is here met by one or two simple 'dodges' of arrangement, which the author has used for the last few years with unvarying success." In the little work before us, Mr. Gardiner applies the method of unity to all ordinary rules of arithmetic, fractions, decimals, proportion, simple and compound, interest and discount. One special feature in the book is that the compiler gives very clear instructions for the arrangement of the problems. The large number of illustrative examples will be found useful by pupil-teachers and others using the book.

The Imperial Drawing Book. No. 2. London: T. Murby.

THIS book, which contains single examples in Freehand Drawing, is of the same size as an ordinary copy book. One half of each page contains the model and the other half the space in which the pupil has to copy it. The idea is a good one, and we trust the time is fast coming when such drawing books as these will be always found in our schools, in company with the now familiar copy book.

The Day School Song Book, with Original Music. By A. Johnson. London: Benrose and Sons.

Mr. JOHNSON has mistaken his vocation when he imagines that he is qualified to compose school songs and rhymes. It seems to us that in one of them, which he calls a "Fable of Two Donkeys" the teaching is not exactly Christian, but similar in tendency to what has been of late so widely disseminated in the sister island. The two donkeys are puzzled to find out why they are so hardly treated, and this is Mr. Johnson's solution of the enigma :—

A Jackdaw happened to be steering
His course that way, and overhearing
Their mutual recrimination,
Thus broke into the conversation.
"Dolts, would you know why none respects you,
To kick and plunge no one expects you,
You don't resist, and each that passes,
Knows well you are but harmless asses."

There is an old proverb that "Self-praise is no recommendation," but in his poem on the inspector's visit Mr. Johnson makes the children praise themselves *ad nauseam*.

Our bright and happy faces tell
How much we love our work;
We love our teachers, one and all,
And lessons do not shirk.

The irregularity in the metre is occasionally surprising, and we should think it would be difficult to get the lines to the music. For instance, in the following couplet the first line has eight feet, the second seven.

And when before it, each one pauses
To view of failure the causes.

We ought to say, however, that some of Mr. Johnson's poems are simple and pleasing, and might have been made really effective with a little kindly revision. There are also poems set to music in this book from other writers, such as Campbell, Mrs. Hemans, Rogers, &c.

Chambers's Historical Readers. Books I. and II.

BOOK I. of these Historical Readers contains stories from English History, commencing with the landing of Julius Cæsar and ending with the Charge of the Light Brigade. These stories are told in very simple language, and are occasionally enlivened by pleasing pictures. Book II. gives a short account of English History from the earliest period to 1327 A.D. The picturesque side of the narrative is given in this sketch of our history; and we must accord special praise to the admirable woodcuts. The narrative is drawn up with great skill and vigour, and, at the same time, only the simplest words are adopted to express the meaning of the writer. We can heartily recommend these two historical readers.

Talks about Science. By the late Thomas Dunman. London: Griffith and Farran.

FROM the biographical sketch prefixed to this volume, we learn that the author of these lectures or papers died as recently as the 9th of May in this year, at the early age of 32. The lectures that are here collected together are on the following subjects :—Mechanism of Sensation, The Starlit Sky, Prehistoric Man, Volcanoes and Coral Reefs, Atoms and Molecules, Ice and the Ice Age, Two Life Histories, Coal, Sermons in Stones, How the Earth is Weighed and Measured, Depths of Ocean, Lobsters, and The Common Frog. These subjects are treated in a very interesting and attractive manner, and the book will be a suitable one to any pupil teacher who has a taste for science. Schoolmasters would also find it a good book to buy for reading in their leisure hours.

Fourth Standard Reading Book. Granville Series. London: Burns and Oates.

THIS is a charming book, and we are quite sure all children will approve of it, and pay it the genuine compliment of eagerly devouring its contents. As far as we can see, it will also secure the approbation of schoolmasters and mistresses, and Her Majesty's inspector. The chapters are on interesting subjects, and not too long. The book is remarkably well printed, and very prettily illustrated.

A Geographical First Book. Primary Physical Geography, By William Lawson, F.R.G.S. Edinburgh: Oliver and Boyd.

THESE books are very simply drawn up, and geographical matters are explained in such a way, that, as Mr. Lawson remarks in his preface, "the pupil will afterwards have nothing to unlearn." The Primary Physical Geography is a very interesting little book, and contains choice illustrations of physical laws, which could only be found in a mind well stored with geographical facts.

THE INSTRUCTIONS TO INSPECTORS.

THE Instructions to Inspectors, which are to put right what would otherwise be wrong in the Mundella Code, have recently been issued, and the *School Guardian*, "through the courtesy of Mr. Mundella," was enabled to give its readers the text of them, in its issue of the 12th of August. So far as we have been able to decide from a cursory examination, they are drawn up with great judgment. A strong vein of common sense appears in these "instructions," and as far as any directions of this kind can check arbitrary or tyrannical conduct on the part of an inspector, these injunctions can be relied upon to do so. The inspectors are directed to commence their work early in the day "in the interests of the children, who are far more capable of sustained exertion in the early part of the day." Their lordships (who we suppose to be Mr. Mundella, Sir Francis Sandford, and one or two of the more experienced of the inspectors) inform the inspectors that they will be expected to faithfully observe the standard "obtained by the mutual agreement of the senior inspectors, and approved by their lordships." That standard, in its minutest details, is in part laid down in these instructions. It is to be considered a grave fault if children have read the lessons in their reading-book so often that they are able to repeat them, with an occasional glimpse at the book. "As a general rule" (and this we think a very sensible direction), "but especially in the lower standards, the examiner should be careful rather to ask for the meaning of short sentences and phrases than to require explanations of single words by definitions or synonyms."

With regard to the important subject of writing, "their lordships do not pledge themselves to any particular style of writing, or method of teaching it, but it should at least be bold and legible, and the text

adopted should be sufficiently large to show that the child is acquainted with the proper forms and proportions of letters." In dictation, in Standard I., the easiest and most familiar words, and those chiefly monosyllables should be chosen, and the child should be allowed to pass if six words out of ten are correctly spelt and written. In Standard II., the exercises should be on slates, and in this standard "capitals should be required to be put without direction after full stops, and at the beginning of proper names." The passage should be of average difficulty, and free from puzzling words. Five mistakes in spelling, if the passage is an easy one, ought to involve a failure. In Standard III., the examination should be on paper, and here more than four errors should cause failure, "but if the handwriting be *very fair*, and not more than four errors in spelling occur in the six lines, the child should pass." If the writing is below *fair*, however good the spelling, the child should not be allowed to pass. In Standard IV., more than three errors will cause failure, but "if poetry is selected for dictation, the scholars should be made clearly to understand where each line commences and ends." In Standard V., the teacher is allowed the privilege, if he wishes to exercise it, of reading out aloud to the class, the anecdote or short passage they are to write from memory. We have no doubt this is to provide for any defect in the pronunciation of the inspector, which would prevent the children understanding the purport of the passage as read by him. No doubt, this instruction will be generally acted upon by the inspector inviting the master to read the passage to the Fifth Standard. No child ought to pass in Standard VI., in writing, "who does not show the power to put together, in grammatical language, correctly expressed, and if required, in the form of a letter, a few simple observations on some easy subject of common and familiar experience." The instructions add a special clause, that in all cases, the teacher may, if he desires it, "read the passage over to the children before it is dictated by the inspector."

As regards arithmetic, four sums are to be set in each standard above the first, of which only one is to be a problem, and two sums worked correctly will ensure a pass. "Right method, and arrangement, and good figures may excuse slight error in one of the answers," which, we suppose, means, that in such cases, a child may pass who has worked one example correctly. In Standard V., "the rule of three, by the method of unity," is prescribed to obviate the difficulty of proportion; but if the sum is worked intelligently by either method it is to be accepted.

The instructions pass on to the class subjects, English, geography and elementary science, singing, needlework, specific subjects; and then a matter of far greater importance is treated of, how the inspector is to administer the merit grant, what rules are to determine whether a school

is fair, good, or excellent. The inspector is in no case to delegate this part of his work to his assistant. He is to observe the admirable rule in awarding the grant not to give his reasons, "but in all cases in which you recommend that the grant shall be withheld, the grounds on which you do so should be briefly stated for the information and guidance of the managers." Their lordships give a picture of the "excellent" school, which they confess is so finely drawn that "it is hardly to be expected that any one school will completely satisfy all the conditions," but no school is to receive the mark "excellent" "which falls short of that standard in any important respects, or which is not in some of them, at least, entitled to special praise."

In the paragraph on "excuses for non-attendance on the day of examination," the inspector is directed to record the absent scholars on the schedule as if they had been present and failed, unless there is a reasonable excuse for their absence. Children may be withheld from examination owing to "delicate health, obvious dulness or defective intellect, temporary deprivation of the use of the eye or hand."

On the whole, we have no hesitation in saying that these instructions have been drawn up with masterly precision, and are evidently the result of ripe judgment and extensive official experience. They will furnish the teacher with a kind of rudimentary charter of liberty, and will be a distinct curb on the wayward and arbitrary impulses of a tyrannical inspector.

THE BLUE BOOK FOR 1881.

(Sixth Article.)

MR. SANDFORD, in his report on the Sheffield district, notices the injury to education which results, in some places, from the existence of a number of inferior schools where one or two large schools would do the work better. He also remarks upon other instances of waste of energy and money, and wishes to see the Department armed with power to set these matters right. In this case, however, we must be content to suffer for the mistakes of our predecessors, as it would be a breach of faith with the managers of the existing schools to take from them the Government grant, and to bestow it upon one or two large Board schools to be erected in their places.

I noticed, in a previous report, the harm that is done in some places, chiefly mining and manufacturing villages, by the existence of a number of small inferior schools, where one or two larger and better appointed schools would do the work required both more economically and more effectively. This evil is still very little understood by those whom it most nearly concerns, and therefore continues unremedied.

In some cases there is an immense waste of teaching power through want of any proper division of labour between the different institutions, *e.g.*, at Higham, where there are two mixed schools, both attempting to deal in one department with children of various ages, whereas one mixed school and an infant school are what the place really needs.

At Stannington, one good central school, with one or two outlying infant schools, would be much more effective and economical than the three or four small mixed schools, crowded with children of all ages, which now exist.

I often wish that the central authority had power to decide exactly what schools, and of what kind (boys, girls, or infants), are really needed in each place, and that such alone were entitled to receive public aid.

I am aware that the Department does even now refuse a grant to any *new* school that is started, if they deem such school to be unnecessary; but this is a more limited authority than that which I should like to see assumed. And I think that until some such authority is established, and also exercised with firmness, there will always be a large amount of public money and educational energy expended to no profit.

Mr. Sandford goes on to notice that in several places in his district "superfluous and apparently useless schools have small endowments, on the strength of which they are enabled to go on, after a fashion, without Government aid, and so without inspection." He remarks that in past years these endowed schools have done good service, but now many of them are only in the way, except where they are situated in the centre of a large population. He would wish to place one further limitation on the liberty now enjoyed by parents of sending their children to what school they pleased, "that the schools they select are, in the judgment of some competent authority, satisfactory as to their sanitary condition, their discipline, and their means of instruction."

There are two very suggestive and valuable paragraphs in this report, evidently the result of much thought, reflection, and a great amount of experience. Mr. Sandford thinks we might allow some irregularity of attendance in the case of the older children, and that it would be better to do this than to insist upon their attending school regularly up to a certain age (which must in that case be a comparatively early one), and then giving them both liberty and authority to absent themselves altogether for the future.

A certain amount of irregularity might, I am inclined to think, be overlooked in the case of some of the older children. Their parents urge, with some justice, that when they reach a certain age it is very difficult to dispense entirely with their help at home, and plead that they ought besides to be accustomed to manual labour; on the other hand, to remove them from the influence of education just as they are old enough to profit by it most, is so much to be regretted that we cannot but do all we can to discourage it, and to keep the elder children's names on the school books as late as possible. Hence it might, I think, be well if in agricultural regions an "open" time could be allowed as in Switzerland, during which the compulsory law should not be in force for the older children. At the same time, I think the local authority should be able to require an attendance of more than 150 times, or 75 days in the year. Surely an attendance of 100 days would not be too much to ask, and would leave little room for the complaint that hardship is inflicted on parents through their being deprived by the school of their children's earnings. Cannot as much labour as a child of 14 ought to perform be got through in half (and *more* than half) the working days of the year? A boy between 11 and 14 might attend school 100 days in the

year, even if he worked every day for five months, and a day now and then in the remaining seven. But at present short time scholars "beneficially employed" can earn a grant if they attend 75 days in the year, which is, in my opinion, too small an amount of school attendance to be of much practical use.

My experience during 26 years as Inspector of schools has convinced me that more good is to be done by keeping children under the influence of education, even if it be only to a partial extent, up to a good age, than by securing that they attain a definite amount of knowledge at an earlier period; and I cannot but lay before your Lordships the doubts that are frequently suggested to me whether the making an educational test the passport to labour is working satisfactorily. The precocious children who satisfy the test, *i.e.*, who can pass the 4th Standard at 10 years old, are often the most unfit for prolonged labour; and, on the other hand, parents complain and cannot understand it, when strong but stupid boys and girls of 13 are detained from employment because they are, intellectually, behind other children of their age.

There is one kind of employment which, more than others, in this district absorbs children at too early an age, and, unfortunately, it is just the employment which is least suitable to the very young,—I mean working in the mines. The Mines Act allows children at 12 years of age to work all day in the mines, and though the local educational authority has power to retain such children at school in cases where they have not passed the 4th Standard, still it is very rarely that this right is exercised, and the parents either ignore or do not understand the educational rule.

Mr. Sandford remarks that it is an objection made against the system of individual examination "that it tends to make teachers press dull scholars unduly in order to get them to pass while quick scholars are kept back." He has no difficulty in demolishing this proposition, as he himself states it; but we have always heard the objection put in this way, that the present system keeps a quick child in the third standard when he might otherwise have been in the fourth or fifth. A boy is kept working sums in the elementary rules while he might be passing in compound division or the rule of three, simply because it is on the whole safer for the teacher to keep him in the lower standard. The proper remedy for this defect in our system would be to allow a higher percentage of grant in the higher standards.

I see that a strong objection is urged against the system of individual examination on the ground that it tends to make teachers press dull scholars unduly in order to get them to pass, while quick scholars are kept back. I confess I think that this is an argument in favour of the system rather than against it. There are, of course, cases, but I believe they are very rare, of unusually dull, slow, or neglected children who are injured physically if required to work up for a standard they are quite unable to pass; but children who are dull only in the ordinary degree of dulness are not, as a rule, worked up too much by their teachers, and are just those who are apt to be neglected, and yet need an extra degree of attention; and anyone who has had much experience among teachers knows that they do not need any extra degree of stimulus to induce them to help forward the sharp and clever children.

Cookery, it seems, continues to be taught with good results in the Sheffield Board Schools. Mr. Sandford "was told of a doctor, who being in attendance upon a case of serious illness in a workman's family, found that the one person in the house who really knew how to make the beef tea he had ordered, in the proper manner, was a little girl of twelve who had learnt how at the Board School."

The Rev. G. Steele, who inspects schools in the Preston district, reads the higher classes a very severe lecture on the ungenerous spirit they show against giving the working classes the benefit of higher instruction. Mr. Steele reminds these classes that they do not pay the total cost of their children's education themselves, and that they have appropriated to their own use endowments left for the benefit of the really poor. We do not care to enter into this controversy ourselves at the present time, so we simply subjoin Mr. Steele's remarks without comment. Mr. Steele has been remarking that there are only six scholarships available for the 8,000 boys in the Preston elementary schools.

Considering this, it makes one indignant to hear of the grudging spirit with which a little grant of public money for the encouragement of higher instruction in elementary schools is regarded in some quarters. The working classes, it is said, ought to be taught the rudiments of knowledge, but if they want to know anything beyond the rudiments they must pay for it; and we are told that it is intolerable that ratepayers should have to help to teach the elements of English literature, or Latin, or chemistry to the children of the working classes. I think that ratepayers, those I mean who do not belong to the working classes, should remember that they are in almost exclusive possession of a vast accumulation of endowments, by which the cost of their sons' education is reduced and its quality improved enormously. Surely those who are in possession of such advantages might show a little generosity to the vast numbers of their fellow-countrymen who are not so happily circumstanced as themselves; especially, when it is considered that endowments which were left for the benefit of "poor scholars" are no longer accessible to the children of the poor. It seems impossible to eradicate from some minds the notion that education is a thing which people in a certain position have a right to, and in its highest possible forms, and that for their own sake and for their own advantage; while to those in a humbler sphere education is a concession and a limited boon, and that when given it should be so designed as not to be an advantage to the recipients so much as a means of making them useful or subservient to others. A truer opinion, surely, is that education is the right of every child in a Christian and civilised land, and a right to be used for his own sake and for his own improvement first, and then with a view to the advantage of others. How would it be possible for the working classes to provide for the higher instruction of their children? And if peers and members of parliament do not pay for all the educational advantages they enjoy, why should the working classes? Ought not those who have had so much provided for them, and have inherited the accumulated experience, prestige, and emoluments of centuries, to be willing to extend to others a little similar advantage?

Lower down in his report Mr. Steele has a good word to say for "smatterings" of knowledge, which he says "often turn out to be among the most serviceable pieces of knowledge we possess." They may "help to indicate the line of life which a boy should follow to the best advantage." "And," he goes on to say, "if there are faculties and talents of extraordinary power lying hidden, as there must be, in the too indiscriminate masses of an elementary school, we may hope that the enlargement of range of instruction will help to bring them forward. Who can say what 'mute, inglorious Miltons' there may be among the 8,000 boys, to say nothing of the 8,000 girls, in the Preston elementary schools!"

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board, on July 27th, the chairman presented the certificates to the following children who had gained the undermentioned scholarships:—

Name.	Scholar.	Scholarship.
Boys.		
Pond, Percy John	Christ Church, Roupell-park	Drapers' Company, No. 24.
Moore, Alfred	All Saints, Margaret-street	Drapers' Company, No. 25.
Rayden, Fred.	St. Mary Magdalene, Bermondsey	Lawrence.
Tolley, Chas. Henry	Cottenham-road, Holloway [Board]	Pope.
Girls.		
Nash, Florence Caroline	Bishopsgate Ward	Drapers' Company, No. 26.
Stevens, Louisa Jane	Thomas-street, Limehouse [Board]	Drapers' Company, No. 27.
Pearson, Florence Kate	Thomas-street, Limehouse [Board]	Clothworkers' Company, (Hitchins' Trust), No. 7.
Sims, Edith	Fleet-road, Hampstead [Board]	Lawrence.

A discussion afterwards arose as to the regulations to be made respecting Savings Banks established in connection with Board Schools, and it was resolved, on the motion of Mr. H. Gover, "That the Board will incur no liability or expense in relation to deficits other than for fire and light." It was thought by some that this resolution was hostile to the whole scheme, as it prevented the Board appointing trustees to be responsible for the repayment of the money. On the motion of Mr. Spicer, the whole matter was referred back again to the committee for consideration and report.

At this meeting an important discussion took place on an alteration of the Board's policy in the collection of school fees. No child is now to be refused admission to school because he does not bring the fee in his hand. If the school fees of any child are more than two weeks in arrear, he must either apply to have them remitted, and convince the Divisional Committee that he is unable to pay them, or be summoned for the amount in the County Court. The following are the resolutions agreed to referring to this subject:—

(1) That no child, under any circumstances, be refused admission or be turned out of school for non-payment of fees.

(2) That when a child is entered or re-entered on the roll of a school, the parent shall be furnished with a paper stating that so long as the child attends the school the parent will be liable for the school fee, payable each week in advance: and that if, under any circumstances, the parent should become unable to pay the fee, any application for remission will be sent on by the head teacher to the Divisional Committee.

(3) That when the school fees of any child are two weeks in arrear, a notice shall be sent to the parent, and the parent shall be informed that if he has any application for remission to make, it may be made upon the form at the back of the notice; but that if the fees are not paid, and no application for remission is made, the parent will be liable to be sued in the County Court.

(4) That all applications for remission of fees made to the head teacher be sent on by him to the superintendent of visitors, who will report back to the head teacher as soon as possible whether the Divisional Committee recommend remission.

(5) That in all cases where the parents do not pay the fees, and (i.) where they do not apply for remission, or (ii.) where they apply for remission and are refused, may be dealt with in the County Court.

The scheme for carrying these resolutions into effect was condemned by Mr. Gover as being "cumbrous," and was described by Mr. Diggle as "a scheme for the abolition of fees in Board Schools."

The Rev. J. Diggle said he looked upon this as a scheme for the abolition of the fees in Board schools. Under its provisions eleven or twelve weeks must elapse before any steps could be taken for the recovery of any fees which had fallen into arrear, and then further time would elapse before the fees could be actually recovered. He believed the result would be that parents would not pay at all. Non-payment of the fees would be much more general than it was at present, and it was already much more general than it had been under the old system when the collection of the fees was left entirely in the hands of the teachers. He moved, as an amendment, that the remainder of the report should be referred to the Finance Committee for their consideration and report.

The amendment, however, was withdrawn, and the committee's recommendations, with slight alterations, agreed to.

At the meeting of the Board on August 5th, two blind children—James Amos, aged 10, and Caroline Flindall, aged 12, were recommended for election to scholarships for the blind of the value of £30 a year, tenable for four years. The two scholars will attend the preparatory school of the Royal Normal College for the Blind, Upper Norwood. A discussion next took place which is headed in the report—"Tampering with the School Registers." Miss Hill moved, as a matter of emergency, that certain teachers in one of the Board schools "be called upon to resign for having tampered with the registration of their schools." The School Management Committee had resolved to take no action in the matter, and this motion was to call upon the Board to rescind the resolution of the committee. The following statement gives the particulars of the offence charged against the teachers, and the speech of Mr. H. Gover contains what there is to be said for the other side:—

The facts of the case were well known to the members of the School Management Committee, and were not denied by the teachers who were implicated. She went on to say that the attendance at the school being above the average allowed by the Department, and this having occurred for the third time in the school, the head teachers of the boys' and girls departments determined that something must be done to avoid the censure of the Department. Acting on some advice from them, they kept the school open Whit Monday; but that did not suffice, and then the boys' head teacher one day dismissed the school ten minutes before the proper time, so that a legal attendance was not made; and the mistress of the girls' school obtained the same result by not permitting the girls to come to the school till after the proper time. Miss Hill remarked on the offence from a moral point of view, and expressed her opinion that the Department had neglected its duty in not visiting the offence with some punishment.

The Hon. L. Stanley seconded the resolution.

Mr. H. Gover said Miss Hill had said enough to condemn the motion, for she had shown that the Department had investigated the case and found no reason to punish the teachers. The School Management Committee concurred also in allowing the matter to drop. There was no offence in opening the schools on Whit Monday, and in acting as the teachers did they first asked the advice of their superior officer showing that they did not wish to hide the fact of the attendance exceeding the limit allowed by the Department. It was the inspector who advised opening the school on Whit Monday; and when artifical means seemed to be authorised by a person in authority it did not much matter, as it probably seemed to them, what artificial means were employed. There was no attempt to conceal what was done from the Board. The teachers reported the facts in such a way that the Statistical Committee at once were led to make inquiries. Some anonymous information was sent to the Department, and they also made inquiry. The School Management Committee had the matter before them, and left it to the Department, and the Department did not see fit to take any action beyond a censure, which the School Management Committee had also adopted. He thought that the matter should now be left where it was.

Mr. Stanley read a letter from the Department expressing the hope that the Board would take effectual steps to prevent a repetition of such practices as those of which these teachers had been guilty. He supported the motion.

Mr. Spicer thought there were some matters which were apt to induce a kind of moral fogginess. Filling up the income-tax paper was a matter of this kind. He felt that it would be wise to take some means of severely punishing the teachers without absolutely calling upon them to resign. At the end of the discussion, the previous question was carried by 17 votes against 13.

Miss Taylor then brought forward a motion instructing the Bye-laws Committee "to grant remission of school fees in all cases, where, after subtracting the rent paid, the income of the family does not amount to more than 3s. a head per week, commencing with a minimum of 15s. per week." To this motion, the previous question was carried by 19 votes against 7.

A very warm discussion took place at this meeting of the Board about the appointment of Mr. Ablett as teacher of drawing, the particulars of which we think our readers would like to see, so we subjoin it below. It certainly would seem as if the London Board were developing a taste for jobbery in some of its milder forms, but in this case, the "official ring" was evidently too strong to be dislodged from its position:—

Mr. Wilks, in moving the adoption of the recommendation of the report in reference to the appointment of Mr. Ablett as drawing inspector, said that £200 a year should be substituted for £300 a year in the report. He said Mr. Ablett was an exceedingly successful teacher. He and other members had heard a lecture by Mr. Ablett on the teaching of drawing, and it was certainly a very admirable lecture. Mr. Ablett would lecture to teachers on the art of teaching drawing; he would also himself teach, both in the day schools and in the evening schools which it had been decided to establish, and he would advise teachers respecting the work. Teachers at present very rarely got beyond the second grade, and this could not be considered satisfactory. The time that Mr. Ablett would give would be ten hours a week for the forty weeks of the school year. He would ask the Board to grant a further sum of £10 for the purchase of necessary apparatus.

At the meeting of the Halifax Board on July 17th, a discussion took place on the comparative merits of trained and untrained teachers. Some of the members thought untrained teachers were very often the best, and ought not to receive less pay than teachers who had been to a Training College. We give the report below.

THE SALARIES OF TEACHERS—THE TRAINING OF TEACHERS.

The School Management Committee recommended the following amended scale of salaries for assistant teachers :—

	Assistant masters.			Assistant mistresses.		
	1st yr.	2nd yr.	3rd yr.	1st yr.	2nd yr.	3rd yr.
	£	£	£	£	£	£
Trained and certificated.....	70	75	80	60	65	70
Untrained and certificated....	60	65	70	50	55	60
Ex. P.-T. after 1st year.....	50	55	60	40	45	50
Ex. P.-T. of 1st year	40	..	..	35	..	..

Mr. Broadbent did not approve of this system. While it was right for teachers to go to college, there were some whose parents were not in a position to support them there, and he thought the course proposed would be doing an injustice to those less able to afford the means.

Mr. Foster said that they had some teachers in their employ who had not had the advantage of a college training, and who were superior to those who had. And yet if the proposed scale was in force, they could not advance them as they would wish. The experience they got in actual work was in many instances far better than what they got at college.

Mr. Snowden said he had heard a good deal about trained and untrained teachers, but teachers who were trained at college were something over and above the rest, and he should support the scale adopted by the committee, for he believed it to be a just one.

Mr. Hanson did not think it always followed that a person sent to a training college was a better teacher than a person who had experience in teaching, and had applied herself or himself thoroughly to the work which they had to do.

The Chairman thought they should look at this matter in a broad sense, and consider what was best for the general body of teachers and also for the scholars. Taking all the circumstances into consideration, he thought it was desirable to let their teachers know that they would have a prospect of advance. In the majority of cases a man or woman must be better for the two years of special training, however limited their practical teaching at college might have been. They were taught by teachers who were qualified to instruct them. Certificated teachers who had not been trained had simply worked themselves up out of school hours. He thought the scale of salaries proposed was a very moderate one—moderate compared with neighbouring Boards ; and he felt it to be desirable to retain amongst them their assistant teachers. There were very few Boards where there were so few changes in the head teachers as here, but as regarded the assistant teachers, it was not so, and mainly because of this lack of a prospect of advance of which he had spoken.

The proposal was carried by the casting vote of the Chairman.

At the meeting of the Prescot Board on July 17th, a conversation took place between the members of the Board and the schoolmaster, on his handing in his resignation, on account of a bad report from the Inspector. We give the report, as we think the majority of the Board acted with great judgment and good sense.

EFFICIENCY OF TEACHERS.

It was reported that Mr. Lightfoot, the head master of the boys' school had tendered his resignation.

The Chairman : I am sorry, Mr. Lightfoot, you have tendered your resignation. I think it would have been better for yourself and better for the board if you had continued to work the school another year, and see if you could not mend the report.

Mr. Lightfoot : The teachers receive so little support from the board that there seems to be no other course open.

The Chairman said he was not present at the last meeting. He did not expect such a report from the inspector, and was very much surprised at it. About a fortnight after the examination, when the inspector came to inspect the grammar school, he told him that on looking over the papers he found that the scholars at the board schools were not so good as he expected, and that his report would not be so favourable. After that he (the chairman) did not expect a good report, but he did not think the school deserved the report that had been made.

Mr. Sanders said it was not very satisfactory, and Mr. Lightfoot had had three bad reports of his school.

Mr. Lightfoot: Pardon me, sir, you can't call them three bad reports.

The Chairman said they had had more sickness than they had ever had since the school was opened, but the inspector said nothing at all about that. It was pointed out to him that there were absent from school through sickness many scholars who were ready for examination; and in the infant school especially there were many away that day in consequence either of suffering from measles themselves or having measles in their homes. The inspector was told about that both by him (the Chairman) and the mistress, but in his report he made no mention of it whatever.

Mr. Lightfoot said he pointed out that there was a less number of children presented this year, but they got more money for elementary subjects.

The Chairman said although the inspector was told of the sickness that had prevailed during the year, he made no mention of it in the report. Referring to the report of 1881, he found that the inspector mentioned the sickness on that occasion; but this year he said nothing about it. These epidemics caused them to lose the best attendance officer they had ever had. He thought the board was of the opinion that Mr. Lloyd was the best attendance officer they had ever had, and it was simply having to contend with these epidemics that made him resign. He did not think the inspector had dealt fairly with them in taking no account of the sickness, and he had been very hard upon the teachers.

Mr. Lightfoot said circumstances were paving the way for a similar result next year. The attendance was very low.

The Chairman said that this time last year the average attendance in the boys' school was 168, and this year 142. The number on the rolls last year was 228, and this year 210. Mr. Lightfoot's resignation was bad for the board and bad for himself, and he ought to consider whether or not he would withdraw it.

Mr. Lightfoot: Thank you, sir. As a servant of the board the united support of yourself and your colleagues is all I want. But I have not had it.

Mr. Sanders: As the board school is not in a satisfactory condition, I propose that Mr. Lightfoot's resignation be accepted.

Mr. Goldsworth proposed as an amendment that the consideration of this question be deferred to the next meeting of the board, when perhaps the whole of the members might be present. That would give them an opportunity of looking into the matter; as he thought it would scarcely be fair to come to a conclusion without carrying out what they really passed at the last meeting. They passed at the last meeting a resolution to the effect that inquiries would be made as to whether good reports had been given of other schools round about.

The Chairman: I think it would be detrimental to the interests of the school if Mr. Lightfoot left us without trying to get a better report next year, and holding that view I have great pleasure in seconding Mr. Goldsworth's resolution, that the consideration of the matter be deferred until the next meeting.

The amendment was carried by the casting vote of the chairman.

At the meeting of the Stalybridge Board on July 12th one of the members, named Mr. Swann, made a number of charges against the teachers of demanding the usual school fee even when they received "parish pay" for the children, and of walking up and down the streets in the middle of school hours, leaving the children under the care of pupil-teachers. Mr. Swann is evidently a genius of rather an eccentric kind, as he spoke of the Education Act, as one of the worst Acts that had been passed through Parliament.

REPORT OF THE COMMITTEE OF COUNCIL ON EDUCATION FOR 1881.

THE REPORT OF COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION TO THE QUEEN'S MOST EXCELLENT MAJESTY IN COUNCIL, FOR THE YEAR 1881.

MAY IT PLEASE YOUR MAJESTY,—We, the Lords of the Committee of Your Majesty's Privy Council on Education, humbly submit to Your Majesty, the following report of the proceedings of the Education Department during the past year, for the promotion of elementary education among Your Majesty's subjects in England and Wales.

Elementary Schools.

In the year ending 31st August, 1881, the inspectors visited 18,062 day schools in England and Wales, to which annual grants were made, containing 26,376 departments under separate teachers, and furnishing accommodation for 4,389,633 scholars, or rather more than one-sixth of the population. There were on the registers the names of 4,045,362 children, of whom—

1,268,250 were under 7 years of age;
2,573,801 were between 7 and 13;
157,584 were between 13 and 14; and
45,727 were above 14.

Of these scholars 3,372,990 were present on the day of the inspector's visit to their respective schools, while 2,863,535 were, on an average, in daily attendance throughout the year; 2,775,150 having made the requisite number of attendances were qualified to bring grants to their schools, 649,436 (being under 7 years of age) without individual examination, and 2,125,714 (above 7), on passing a satisfactory examination in reading, writing, and arithmetic; 620,213 were actually presented for collective and 1,995,698 for individual examination, and while of these last 1,264,121 passed the prescribed test without failure in any one of the three subjects, 88·99 (88·25) scholars out of every 100 examined* passed in reading, 80·78 (80·44) in writing, and 75·69 (74·9) in arithmetic. Each scholar examined made, on an average, 2·45 (2·44) passes. The figures within brackets show the proportion who passed in the previous year.

These figures show some improvement upon the returns quoted in our last report. The accommodation has increased by 148,880 school places (or 3·51 per cent.); the scholars on the registers by 149,538 (3·84 per cent.); and the average attendance by 112,619 (4·09 per cent.); while the number of children individually examined has increased by 91,465 (or 4·8 per cent). The local effort which has resulted in this improvement may be measured by the continued support derived from voluntary contributions (£728,936 from 270,137 subscribers); by an advance in the contributions from rates to the maintenance of board schools from £726,226 to £738,737; and by a rise in school pence from £1,431,828 to £1,509,653.

The annual Government grants to elementary day schools rose in the year from £2,130,009 to £2,247,507, or from 15s. 5¾d. to 15s. 8½d. per scholar in average attendance: while the grant for the current financial year is estimated at 16s. per head.

The night schools examined during the year were 1,222 in number; 39,222 scholars above 12 years of age were, on an average, in attendance each night; 41,406 scholars were qualified for examination by having made the required number of attendances during the night school session. Of these, 30,197 were actually examined, and out of every 100 scholars so examined, 90·73 passed in reading, 71·82 in writing, and 54·97 in arithmetic.

The table printed on the opposite page shows that the number of scholars in night schools has of late years been gradually diminishing. Under the new Code the instruction in these schools will no longer be confined to reading, writing, and arithmetic; and we trust that this change will lead to improved attendance on the part of the large class of children whose circumstances oblige them to leave the day school at an early age, as soon as they have passed the elementary examination which at present entitles them to go to work.

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* The proportion of passes in voluntary and board schools respectively was, in—
Reading - - 88·86, and 89·31 (board schools).
Writing - - 79·79, and 83 16.
Arithmetic - - 74·17, and 79·33.

Training Colleges.

The inspectors found 33,562 certificated teachers at work in the aided schools which they visited, while the 41 training colleges, from which the supply of such teachers is mainly recruited, were attended in 1881 by 3,116 students. These students (with a few exceptions), and 2,382 acting teachers, were examined for certificates in December, 1881. At Midsummer last, 4,935 candidates were examined for admission to the 1,627 vacancies declared in the training colleges, of whom 3,001 passed creditably, and 1,583 are now in their first year of residence, along with 1,538 students of the second year.

The following tables of statistics, abstracted from the reports of the inspectors on the public elementary schools visited by them in 1870, and in subsequent years, show the rate of progress since the passing of the Elementary Education Acts of 1870 and 1876, and the effect, on the administration of the parliamentary grant, of the changes made in the Code in 1871 and again in 1875.* Another table annexed to this report gives with fuller detail the results of the work of the past year, compared with that of the former year, and with the Scotch returns for the same period.

ENGLAND AND WALES.

	Years ending 31st August.			
	1870.	1874.	1876.	1881.
I.—ESTIMATED POPULATION	22,090,163	23,648,609	24,244,010	26,055,406
II.—NUMBER OF SCHOOLS, Day and Night (Institutions), inspected	8,281	13,163	14,368	18,189
III.—NUMBER OF DEPARTMENTS—				
1. Day	12,061	17,646	20,782	26,376
2. Night	2,504	1,432	1,474	1,222
Accommodation—				
1. Day Schools	1,878,584	2,861,319	3,426,318	4,389,633
2. Night Schools (not connected with day schools	—	10,507†	14,810*	12,697*
Present at Examination—				
1. Day Scholars	1,434,766	2,034,007	2,412,211	3,372,990
2. Night Scholars	77,918	36,720	41,133	32,912
Average Attendance—				
1. Day Scholars	1,152,389	1,678,759	1,984,573	2,863,535
2. Night Scholars	73,375	48,690	49,858	39,222
IV.—NUMBER OF TEACHERS—				
Certificated	12,467	18,714	23,053	33,562
Assistant	1,262	2,489	3,173	8,559
Pupil	14,304	27,031	32,231	33,639
Studying in Training Colleges	2,097	2,982	3,007	3,116

II.—VOLUNTARY SCHOOLS.

	For Year ending 31st August.			
	1870.	1874.	1876.	1881.
Number of Schools	8,281	11,341	12,677	14,370
Number of Departments	12,061	16,357	18,057	20,085
Accommodation	1,878,584	2,626,318	2,870,168	3,195,365
Average Attendance	1,152,389	1,540,466	1,656,502	2,007,184
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Annual income per scholar from 1. School pence	0 8 4½	0 10 5¾	0 10 6½	0 11 0½
2. Voluntary Contributions	0 6 11¼	0 7 9	0 8 8½	0 7 1
Cost per scholar in average attendance	1 5 5	1 10 10½	1 13 5½	1 14 11½
Grant earned	0 9 9½	0 12 5	0 13 3¼	0 15 7¼

* A table printed in the Appendix gives full details for 1870 and for each year from 1872 to 1881.
† 79 night schools (1874), 110 (1876), and 127 (1881), furnish this accommodation; the other night schools inspected being held in the premises of day schools.

III.—Board Schools.

	For Year ending 31st August.			
	1870.	1874.	1876.	1880.
Number of Schools	—	826	1,596	3,692
Number of Departments	—	1,289	2,725	6,291
Accommodation	—	245,508	556,150	1,194,268
Average Attendance	—	138,293	328,071	856,351
		£ s. d.	£ s. d.	s. d.
Annual income per scholar from 1. School pence..	—	0 8 4	0 9 1½	0 9 3½
2. Rates	—	1 0 8½	1 2 2½	0 16 11¼
Cost per scholar in average attendance	—	1 15 4½	2 1 4½	2 1 6
Grant earned	—	0 10 10½	0 13 0½	0 15 9¾

The following table gives the means of comparing the financial results, measured by the expenditure and grant, of the working of the day schools of certain classes and localities during the past year :—

	Income per Scholar in average Attendance from		Expenditure per Scholar in average Attendance.		Grant earned per Scholar in average Attendance.
	School Pence.	Voluntary Contributions.	For Salaries.	Total.	
Voluntary Schools:—	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of England	0 10 5¾	0 7 7¾	1 7 9½	1 15 1¾	0 15 6¾
Wesleyan	0 15 10	0 2 7	1 8 5½	1 15 2¾	0 16 2½
Roman Catholic	0 8 8¾	0 6 9½	1 1 6¾	1 10 8½	0 15 5⅜
British and Undenominational	0 13 2½	0 6 1½	1 8 6¾	1 16 3½	0 16 0½
London	0 13 3¾	0 9 5	1 10 1½	2 1 8	0 15 9½
England and Wales	0 11 0½	0 7 1	1 7 5¼	1 14 11½	0 15 7¾
		Rates.			
Board Schools:—					
Birmingham	0 6 5½	0 16 5	1 10 0½	1 18 1¾	0 16 4¾
Bradford	0 15 8¾	0 15 10½	1 15 10½	2 6 6	0 15 11
Hull	0 8 8½	0 4 5½	1 4 11½	1 9 11	0 16 2¾
Leeds	0 11 1½	0 11 6¾	1 9 9½	1 17 5½	0 15 9
Liverpool	0 12 11½	0 13 8½	1 11 4½	2 3 8½	0 17 2
London	0 8 4½	1 11 0¾	2 3 2¾	2 15 10½	0 16 8¾
Manchester	0 13 4¾	0 9 8¾	1 6 11½	1 19 0½	0 17 0½
Sheffield	0 12 11½	0 9 7½	1 7 11	1 17 5½	0 16 5½
England and Wales	0 9 8½	0 16 11½	1 12 2¾	2 1 6	0 15 9¾

We proceed to inquire what evidence is supplied by these tables, and by our own records, of results attained in respect of—

1. The provision of school accommodation ;
2. The number, attendance, and instruction of scholars ;
3. The supply of teaching power ; and
4. The local organisation for meeting educational deficiences, and carrying out the various provisions of the Education Acts.

A table annexed to this report shows in full detail, under the first three of these heads, the results of the administration of the department in each of the counties of England, in the district of the London School Board, and in Wales.

I.—School Supply.*

We find that the schools in England and Wales, visited by the inspectors, for the purpose of annual grants, which in 1869 provided for 1,765,944 scholars, or 8·34 per cent of the population, where in 1881 sufficient for 4,389,283 scholaas, or 16·85 per cent of the population. The additional amount of accommodation, in aided schools,

* In 1881 accommodation was provided by 3,692 board schools for 1,194,268 scholars, and 856,351 were in average attendance. This is an increase in the year of 259 board schools, of 111,634 seats, and of 87,099 scholars in average attendance. The increase in the accommodation in voluntary schools, since 1869, has therefore amounted to 1,429,421 places (or 80·94 per cent), while the average attendance has increased by 244,185 (or 88·82 per per cent).

which has thus been provided, since the passing of the Education Act of 1870, to the extent of 1,429,421 seats by voluntary effort, and 1,194,268 in board schools, has been supplied in several ways.

i. In the 11 years ending on the 31st of December, 1881, building grants to the amount of £312,020 have been paid by the Education Department, on the completion of the erection or enlargement of 1,571 schools, and 933 teachers' residences, affording new or improved accommodation for 279,874 scholars. These grants have been met by local contributions to the amount of £1,346,887. The average cost of erecting voluntary schools, with residences for the teachers, has been about £5 7s. per scholar. This includes, as a rule, the value of the sites, so often given gratuitously, in the case of schools of this class.

The whole of the 3,342 applications for building grants made in 1870 have now been disposed of. In 1,633 cases grants have been paid to the amount of £268,724 16s. 2d.; 376 have been rejected; and 1,333 have been withdrawn. About 216,000 additional children have been efficiently provided for with the aid of these grants, and as the schools must be conducted as public elementary schools, they will all come under inspection, and must be placed under the charge of certificated teachers.

ii. In the case of a large number of schools which have been enlarged, or improved, without Government aid, certificated teachers have been appointed, and annual grants applied for on their behalf.

iii. The school boards have availed themselves freely of the power of borrowing, on the security of the rates, given by the Acts of 1870 and 1873. Up to the 1st of April, 1882, we had sanctioned 5,011 loans, amounting to £13,784,694 1s. 9d.,* to 1,637 school boards, by means of which new accommodation will be furnished for some 1,124,524 scholars. The estimated cost per child is thus about £12 5s. 1d.†; but the amount of the loan applied for is generally somewhat in excess of the sum eventually spent. No loan is recommended until we are satisfied that the accommodation which the board propose to supply with the aid of the loan is required in order to provide for the educational wants of the district. Most of the schools for which loans have been made are now in operation, and form part of the school provision shown in the returns for the current year.

iv. The school boards have also acquired a considerable number of schools, either by arrangement with private owners and managers, or, where the premises were held in trust for educational purposes, by transfer under the section of the Act of 1870, specially framed to meet such cases. The principles on which that section is administered are set forth in the Minutes of the 17th July, 1871, and 13th August, 1875, which, with an explanatory circular and other documents, will be found printed in a collective form in the Appendix to the Report for 1875-6. Some 959 schools, including 665 Church, 14 Wesleyan, and 197 British schools, have been transferred to school boards under these Minutes. Of the 61 schools transferred during the past year 50 were Church schools, 2 Wesleyan, and 6 of the remaining 9 were in connection with the British and Foreign School Society. We have no definite information with respect to the number of schools made over to boards (section 19) by private managers. But many of this latter class, as well as of the schools formally transferred, had not previously been in receipt of annual grants, so that they contribute to the increased accommodation in aided schools which has been provided in the last few years.

As the last of the grants in aid of the erection of elementary schools in England and Wales has now been paid, it may be of interest if we take this opportunity of pointing out, shortly, what amount of school accommodation has been provided by means of this form of public assistance.

The distribution of a Parliamentary grant of £20,000 a year, was originally (1832) entrusted to the Treasury; by whom sums amounting to £105,097 17s. were disbursed in aid of the erection, or improvement, of some 902 schools.

In 1839 the first Committee of Council on Education was appointed, and charged with the administration of the education vote, which was at the same time raised to £30,000 a year. Since that date, by an expenditure of £1,767,034 13s. 2d. of public

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* £12,391,674 2s. 3d. from the Public Works Loan Commissioners; £1,393,019 19s. 6d. from the Metropolitan Board of Works and in the open market.

† This includes the cost of the sites, which, in the case of the numerous board schools in London, and in large towns, is often very considerable.

moneys to meet a sum of £4,866,273 12s. 5½d. raised by voluntary effort, provision has been made in 6,335 new or improved schools for 1,233,050 scholars.

The following table shows the denominational distribution of these grants :—

—	No. of Schools.	No. of Scholars provided for.	Grants.	Amount subscribed by Promoters.
			£ s. d.	£ s. d.
Church of England	5,676	1,062,418	1,515,385 9 8½	4,296,519 0 11½
British, Wesleyan, and Undenominational..	572	136,626	201,069 16 0½	426,142 2 10½
Roman Catholic	87	34,006	50,579 7 5	143,612 8 8
Total.....	6,335	1,233,050	1,767,034 13 2	4,866,273 12 5½

It is a somewhat remarkable proof of the *bonâ fide* character of the great efforts which have been made under the voluntary system to meet educational deficiencies, and of the strong hold which that system has upon the country, to find that of the 7,237 schools established with the aid of Government grants in the course of the last 50 years, not more than 153* have ceased to exist; while only 382 Church schools built with such aid for 98,349 scholars, 10 Wesleyan schools for 3,740 scholars, and 166 British and Undenominational schools for 57,022 scholars have been transferred, under the Act of 1870, to the management of school boards.

INSTRUCTIONS TO HER MAJESTY'S INSPECTORS.

CIRCULAR No. 212.

Education Department, Whitehall: August, 1882.

SIR,—1. The changes which have recently been introduced into the Code, and the proposed reorganisation of the work of inspection, entail a review of the instructions given in some previous circulars for the guidance of inspectors in their inspection and examination of schools.

Examination and Inspection Generally.

2. Before entering into details of principles and methods of examination, my lords would especially call your attention to the general principle, that all hurry or undue haste on the day of examination, is incompatible with the proper discharge of your main duty—that of ascertaining, verifying, and reporting the facts on which the Parliamentary grant is administered. Their lordships gladly acknowledge the great courtesy, patience, and industry with which the inspectors have, as a body, discharged the difficult duty of collecting the numerous particulars required for an accurate judgment of each scholar's work in detail, and of the school as a whole. But instances have occurred in which managers have complained of unpunctuality, haste, and impatience, and of a want of due consideration in the treatment of teachers and scholars. It may be fairly inferred that such complaints would not arise if sufficient time were given to each inspection. An early attendance at the school is absolutely indispensable, not only on account of the greater length of time available for work, but in the interests of the children, who are far more capable of sustained exertion in the early part of the day. A hurried inspection probably necessitates some evils, which are much to be deprecated—the attempt to do two things at once, *e.g.* to give out dictation or sums while hearing the reading of another class; keeping classes unemployed instead of dismissing them to play; retaining

* 57 of the schools aided by the Treasury, and 96 of those aided by the Department, have been closed by their managers.

children in school in the dinner hour and thereby not allowing sufficient time for the meal; prolonging the examination to a late hour in the afternoon; and embarrassing young scholars by want of clearness in dictation or in asking questions.

Uniformity of Standard.

3. It is not necessary in this circular to enter into minute details as to the rules to be observed in examining schools. It may be expected that practical uniformity will be obtained by the arrangements recently made for conference and agreement on the part of the senior inspectors, whose duty it will be to see that the rules approved by the Department are uniformly observed by the district inspectors in their respective divisions. My lords do not propose to interfere with the methods by which each inspector may prefer to arrive at results, but will expect that the standard obtained by the mutual agreement of the senior inspectors, and approved by their lordships, shall be faithfully observed in each district. For this purpose occasional conferences will be held in each division with a view to compare sums set and passages dictated in each standard, questions asked in class or specific subjects, and the methods and results of inspection generally. Uniformity of standard will also be further secured by the proposed special training of all inspectors who may hereafter be appointed.

Appeals.

4. Appeals from the reports and recommendations of inspectors have not been frequent in the past, and will probably be even less frequent in future, when a uniform standard of examination is applied throughout the districts. But if any complaint of real or apparent hardship should be laid before the Department, the case will be referred by their lordships to the senior inspector of the division for personal inquiry and report, wherever the facts alleged seem to justify such a reference.

Infants' Schools and Classes.

5. Under Article 106 of the Code, the entire grant to an infants' school or class will be computed on the average attendance, and not as heretofore, in part, on the number of children present on the day of inspection, and on the number of passes obtained in the standard examination. The children, apparently above six, should, however, be individually examined, and a sufficient number of the others to satisfy you that the elements of reading, writing, and arithmetic, are properly taught. The Code assumes that, besides suitable instruction in these elements, and in needlework and singing, a good infants' school should provide a regular course of simple conversational lessons on objects, and on the facts of natural history, and a proper variety of physical exercises and interesting employments. In the best schools, the list of collective lessons is prepared by the head-teacher three months in advance, and is entered in the log-book. The managers of a school in two or in three departments are at liberty to place the scholars of Standard I.—usually between seven and eight years of age—either in the infants' department, or with the older children; but when the former plan is preferred, the course of lessons should include simple recitation and lessons in geography or elementary science, to correspond to the class-subjects intended to be taken up in the boys' or girls' school. It should be borne in mind that it is of little service to adopt the "gifts" and mechanical occupations of the *Kindergarten* unless they are so used as to furnish real training in accuracy of hand and eye, in intelligence, and in obedience.

Award of Grant.

6. An infants' school or class may be deemed "Fair" when more than half of the scholars examined prove to have been satisfactorily taught in reading, writing, and arithmetic; when discipline and singing are fairly good; and when one of the requirements specified under (2) and (3) in Article 106*b** is fairly fulfilled. When both of those requirements are fairly fulfilled; when not less than three-fourths pass the individual examination well; and when discipline and singing are satisfactory, the mark "Good" should be awarded. A school or department should not be called

* Art. 106 (*b*) "A merit grant of 2s., 4s., or 6s., if the inspector reports the school or class to be fair, good, or excellent, allowing for the special circumstances of the case and having regard to the provision made for (1) suitable instruction in the elementary subjects, (2) simple lessons on objects and on the phenomena of nature and of common life, and (3) appropriate and varied occupations."

"Excellent" unless all three requirements of the article are thoroughly well satisfied. No merit grant should be given in any case in which the infants' class is left in the sole charge of a monitor. The time-table should show what portion of the daily instruction is given by the head or some other adult teacher.

Standard Subjects.—Reading.

7. The Code requires that in all standards higher than the second, three reading books shall be provided. More than three sets of books are not necessary in any standard; an ordinary reading book will provide a sufficient amount of good literature for exercises in the art of reading and for all the purposes of teaching "English" if taken as a class subject: in the third and higher standards the second reading book will be a historical reader; the third book will be a geographical or scientific reader, to correspond to the second-class subject. In schools in which no second-class subject is taken, the third book may be, like the first, an ordinary reader. In Standards I. and II. two ordinary reading-books may be used, unless the managers prefer that the second book should be a geographical or scientific reader, to suit the second-class subject. In Standards V., VI., and VII. books of extracts from standard authors may be taken, though such works as "Robinson Crusoe," Voyages and Travels, or Biographies of eminent Men (if of suitable length) are to be preferred. In Standards VI. and VII. a single play of Shakespeare, or a single book of one of Milton's longer poems, or a selection of extracts from either poet equal in length to the foregoing, may be accepted. As a rule, ordinary text-books or manuals should not be accepted as readers.

8. In Standards I. and II. intelligent reading will probably suffice to justify a pass without much examination into the matter of the book; but it should be considered a grave fault if children have been allowed to read the same lesson so often as to learn it by heart, and to repeat it without any but occasional glimpses at the book. The mechanical difficulties of reading, which are to be found in the shorter words of irregular notation, should be mastered before Standard III. is reached. As a general rule, but especially in the lower standards, the examiner should be careful rather to ask for the meaning of short sentences and phrases than to require explanations of single words by definitions or synonyms.

Writing.

9. In Standard I. the writing exercises should, as a rule, be done on slates, and should be regarded chiefly as a test of *handwriting, i.e.* of the child's power of making and combining script letters (small and capital), and accurately transcribing print. My lords do not pledge themselves to any particular style of writing or method of teaching it, but it should at least be bold and legible, and the text adopted should be sufficiently large to show that the child is acquainted with the proper forms and proportions of letters. In dictation none but the easiest and most familiar words, and those chiefly monosyllables, should be given out, and a pass should not be withheld if six out of the prescribed ten are correctly spelt and written. In Standard II. the exercises should be on slates, security for writing on paper being provided by the exhibition of copybooks. The same qualities of writing should be required as in Standard I., but greater importance should be attached to evenness and uniformity, and to proper spaces between the words. Capitals should be required to be put without direction after full stops and at the beginning of proper names. The passage for dictation should be carefully selected as being of average difficulty, and free from puzzling words. As children may generally be expected to pass easily in the mechanical art of writing at this stage, five mistakes in spelling ought, as a rule—if the passage selected be sufficiently easy—to involve a failure. In Standard III., and those above it, the examination should always be on paper. Greater readiness should be expected in writing, but two or three words only should be dictated at once. As a rule, more than four errors in spelling should involve failure; but, if the handwriting be *very fair*, and not more than four errors in spelling occur in the six lines, the child should pass. Correct spelling should not, in any case, obtain a pass if the writing is below *fair*. In Standard IV., and those above it, writing should be running, free, and symmetrical, as well as legible and clear. If poetry is selected for dictation, the scholars should be made clearly to understand before beginning to write where each line commences and ends. A pass should not be withheld if the writing is *fair*, and the errors in spelling do not exceed three.

(*To be continued*).

The National Schoolmaster.

SUMMARY.

THE Education Department, under the guidance of Mr. Mundella, is determined to keep School Boards and Attendance Committees in order. The Vice-President has made it plain that the provision in Mr. Forster's Act, empowering the Department to declare negligent School Boards "School Boards in default," was not inserted merely as a scarecrow to frighten the Boards, but that it was intended actually to be put in force. The following letter will show that Mr. Mundella is prepared to deal in an equally vigorous manner with Attendance Committees who neglect their duties.

RYE UNION.

The following letter has been forwarded to the clerk :—

Education Department, 17th August, 1882.

Rye Union, E.A.M., Sussex.

Sir,—I have the honour to acknowledge the receipt of your letter of the 12th instant.

My Lords learn with great surprise that your committee have adjourned until the 18th December. I am to remind your committee that several complaints of their inefficiency and want of energy have been from time to time communicated to them from this Department.

On the 9th June last Her Majesty's inspector inspected three adventure schools in the district, and reported them all to be inefficient. His reports were forwarded to your committee on the 10th July, with a request that your committee would at once take steps to secure the instruction, in efficient schools, of the children attending the adventure schools in question. In reply, your committee have decided to take no action whatever until the 18th December next, a period of five months.

My Lords regard this action on the part of your committee as conclusive evidence that your committee have failed to fulfil their duty under the Statute (Section 27, Elementary Education Act, 1876), and they are prepared to take immediate steps to appoint persons to perform the duty of your defaulting committee.

I am, however, in the first instance to request that you will lay this letter before the members of the School Attendance Committee, and that you will state, within a fortnight from this date, whether a meeting of the School Attendance Committee will be held before the 1st October next, and whether a copy of the minutes of such meeting will be transmitted to this Department.—I have the honour to be, Sir, your obedient servant, (Signed) P. CUMIN.

H. E. Paine, Esq., Clerk to the Union School Attendance Committee, Rye, Sussex.

We cut the following notice of the Rev. W. Benham, who has been recently appointed to the Rectory of St. Edmund the King, Lombard Street, from our contemporary, the *Schoolmaster*.

The new rector of St. Edmund-the-King, Lombard Street, the Rev. W. Benham, is well known to teachers, who will congratulate him upon his new appointment. His promotion has been rapid, but well deserved. Mr. Benham is an example, as the *Echo* says, of the possibility, not only of rising into the Church from the humbler ranks of life, but of attaining honours and emoluments without powerful connections. Mr. Benham is the son of a working man of West Meon, Hants, and his education was commenced in the National school of that village. He became pupil teacher, and, having gained his scholarship, entered St. Mark's College, Chelsea, of which he was afterwards a tutor. Having gone through the theological course at King's College, London, and taken Holy Orders, he was appointed Editorial Secretary to the Society for Promoting Christian Knowledge. The late Archbishop Longley gave him the vicarage of Addington, and the present Archbishop has successively appointed him to the livings of Margate and Marden, near Staplehurst, from which he goes to St. Edmund's. He also holds the important position of one of the six select preachers of Rochester Cathedral.

Sir John Kennaway, one of the members of Parliament for East Devonshire, has written a very sensible letter to the Teign and Dart Teachers' Association on the subject of Regular Attendance in Schools. We had not the opportunity of perusing this letter when writing our article on "Compulsion in the Country," which appears in the present number; but we are gratified by observing that Sir John expresses in the main the same views as we have given utterance to in that paper. Sir John remarks that he has had more than one conference with Mr. Mundella on the subject, and he would seem to imply that the opinions he expresses are those which the Vice-President holds on this difficult matter. The following is Sir John Kennaway's letter:—

Escot, Ottery St. Mary, July 28th, 1882.

Dear Sir,—Pray forgive the delay in answering yours of June 26th. I have not forgotten you, and have had more than one conference with the Vice-President on the subject of your letter, viz., the enforcing more strictly the attendance of children at school. I do not wonder at your anxiety on this point; for it is admitted universally that it will be impossible, under the New Code, to earn a good grant without regularity of attendance. Your resolution points to a severe administration of the law on the part of the magistrates. You complain that they do not inflict sufficient penalties on the parents who neglect to send their children to school. There are two causes for this—the first arising from their feelings of compassion; the second from a doubt whether they would be justified by public opinion in proceeding to extremities. The first is a most natural feeling, as all know who have had to administer the law and to steel the heart where the case is one of abject poverty. With regard to the second, it seems to me that your association might endeavour to elicit a general expression of feeling on the part of school managers for the purpose of influencing the magistrates, assuring them of public support in the event of a stricter enforcement of the law. It might also be possible for you to act through the managers upon the attendance committees in the various parishes, asking them to bring their influence to bear, either personally or through the attendance officer, upon the parents, warning them of the penalties consequent upon disobedience to the law, and making them to understand the loss they will suffer if, owing to early neglect, their children are obliged to remain at school after an age when their work becomes profitable. Employers of labour, whether farmers or otherwise, should be enlisted in the same cause; for, apart from the question of the expense of School Boards, it is clearly their interest to promote the attendance of children at an early age, so that they may be free of school

before the age of eleven, and ready for work, which is possible on their passing Standard IV., an attainment quite within the compass of any child of average ability who has regularly attended school from the age of five to ten years. These, in my opinion, are the lines on which we should work, and much may be done in this way, I am sure, to bring about that regular attendance which, if not obtained, will certainly break down voluntary schools for want of funds, and we shall be saddled with School Boards. More will be done in bringing influence and information to bear in this way towards effecting the object you have at heart than by anything else that I can think of.—Believe me to be, faithfully yours, J. H. KENNAWAY.

At the first meeting of the Executive Committee of the National Union, held after the recess on September 2nd, the difficulty experienced by the Treasurer in getting associations to forward their subscriptions was again discussed. We give below an abstract of what was said on this matter.

The amount of subscriptions received during the past two months was £167, as against £156 received during the corresponding period in 1881. Up to August 31st payment had been received for 4,900 members as against 6,300 last year. It was anticipated that at at the end of the month there will be a balance of about £160 at the bank, to meet for salaries £170, for furniture £50, and for travelling expenses of the Executive up to Easter £60. All the officers of associations had been appealed to by circular twice during the year to forward subscriptions as early in the year as possible, but to make special effort to avoid embarrassing the Executive in the months of March, June, and September. It was not satisfactory to find that up to the end of the eighth month of the year less than 5,000 subscriptions had been received.

Mr. Clarkson called attention to the fact that many of the large associations had not yet sent up any subscriptions for the current year. He thought they should endeavour to get Conference to adopt a rule requiring the payment of the subscription in the first half of the year.

Mr. Gardner made an inquiry respecting the circulars which had been issued on this subject, as the officers of one association denied having received any.

Mr. Heller stated that two circulars asking for the early payment of subscriptions had been sent during the year to all the officers of local associations, and handed copies of the circulars to Mr. Gardner. He thought, however, that the associations should send up the amounts as soon as collected, even without being asked specially for them.

Mr. Lethbridge thought the associations paid off local debts with the amounts first collected, and paid the representatives who attended Conference.

Mr. Rankilor considered the associations had no right to use for local purposes the portion of the subscription which belonged to the Union.

Messrs. Traill and Sykes agreed with Mr. Rankilor.

Mr. Day understood, from the constitution of the Union, that every association paid a certain sum calculated on the whole of its members, but that the individual members were not recognised.

Mr. Heller agreed that Mr. Day's principle was right, but as the associations would be liable for a certain sum they should see that they did not so far trench upon their general funds as to put them in a position not to meet their liabilities to the Union.

A motion was moved by Messrs. Girling and Baldwin to refer this matter of the subscriptions to the Finance Committee, but was afterwards withdrawn.

The Treasurer's statement was then received and adopted.

In the Secretary's monthly report for August, the following paragraph occurs on the heading "Compulsory Annuity Fund."

COMPULSORY ANNUITY FUND.—On November 5th, 1881, the Executive resolved that a communication should be made to the association respecting the establishment of an Annuity Fund for Teachers; and at a subsequent meeting a form of circular for the purpose was agreed to. The circular was issued on February 28th, when the following questions were submitted for the votes of the association :—

1. Number of members "for" and "against" a Compulsory Annuity Fund in connection with the Government.

2. Number of members "for" and "against" a Compulsory Annuity Fund created and managed by teachers themselves.

Up to the end of August definite replies have been received from twenty-six associations, from which it appears that a slight majority of the members of the reporting associations are opposed to the establishment of a Compulsory Fund in connection with the Government; while an overwhelming majority is opposed to the establishment of such a Fund by teachers themselves. As far as can be gathered from a careful perusal of the replies received, it appears that there is almost a universal opposition to a compulsory scheme in any form. Many associations, however, are prepared to support a scheme which would provide a Fund for the purpose of pensioning teachers by means of a deduction from the grants to schools. Several associations express a desire that the Executive should give prominence to the subject of a scheme, and a few associations express willingness to support any practical scheme suggested by the Executive. Outlines of schemes have been submitted by the Bourne and Billingborough, West Kent, Isle of Man, and Spilsbury Associations, and by Mr. Hill, of Kendal.

The Secretary of the Union, in a letter to the *Schoolmaster*, urges the Associations generally to send in their replies to his enquiry. He remarks :—

Shortly before the Easter Conference, an important circular was issued to local associations on the subject of a "Compulsory Annuity Fund for Teachers," and replies were requested to certain definite questions proposed in the circular.

It will be seen from a paragraph in my last report to the Executive, which will be found on another page, that a very limited number of associations have replied to the inquiries of the Executive. As it is very important that the Executive should have the benefit of a full expression of the opinions held by the members of the Union, I venture to ask the officers of the various associations to secure that an early reply to the circular should be sent up. Until this is done, or the teachers of the country show greater interest in this important subject, the Executive will hesitate to proceed with the drafting of a scheme.

The Bishop of Carlisle did very much, in the discussion on the first appearance of Mr. Mundella's Code, to persuade the managers of voluntary schools to accept it, on the assurances of its framers that it would do them no harm. The Carlisle Diocesan Education Society, however, seem to be possessed with the gloomiest forebodings about the effect of the New Code on their schools. We cut the following paragraph from the *School Guardian*, which deals with this point.

The report of the Carlisle Diocesan Education Society commences by saying that the effect of the New Code in that Diocese will be considerable. "There is, probably," it says, "no Diocese in England where the difficulty of securing the regular attendance of the children is so great, or where the proportionate number of poor schools is so large." Thus handicapped, those schools will have a hard race to run. They cannot hold their ground unless they get good grants; they cannot get these without first securing a good attendance; while, from local circumstances, a good attendance is a very difficult thing to secure. Thus, "a well-conducted town school will, probably, gain more, an ill-conducted country school less, than in the past. Hence, unless vigorous steps be taken, many of the weaker voluntary schools will be killed off." We would point out here that, though this may be true in great part, yet it is not absolutely and universally so, because the antithesis does not invariably lie between a well-conducted town school and an ill-conducted country school. Country schools are often very well conducted, and it is a very interesting question what their prospects are. This the report does not discuss. We fear that, in many instances, even the good country schools will have a hard uphill fight for their life, but we decline to fear that they will easily be "killed off;" though there may be some ill-conducted schools which nothing can save, so long as they are ill-conducted.

The Liverpool School Board have been a good deal exercised by the problem, whether Scott's novel of "Ivanhoe" should be added to the list of books for use in the Pupil-teachers' Candidates Class. Our readers will see from the subjoined report of the meeting on September that it was decided by the narrow majority of five votes to four that this work should be added to the list.

NOVEL-READING.

The School Management Committee recommended the addition of Scott's novel of "Ivanhoe" to the list of books for use in the Pupil-teachers' Candidates Class.

The Chairman moved the confirmation of the proceedings.

The Rev. J. Honeyburne, in seconding the motion, said the work had been recommended by H.M. Inspector.

Mr. Segar took exception to the proposal on the ground that it was not desirable to encourage novel-reading either amongst teachers or pupils. He fully admitted that there was a good deal in novels which might be improving, and often the reading of fiction proved a very useful relaxation; but the work of School Boards was not to give persons a literary taste, to supply them with amusement or to teach them history from fountains which were not entirely accurate.

The Chairman explained that the book was not to be used in the schools, and said it was the advice of the Council of Education to attach an English classic to the instruction in reading.

The Rev. Canon Rycroft observed that young people would read novels, and it appeared to him that one of the ways to prevent them reading bad fiction was to induce them to read the better class of novels.

The recommendation on being submitted to the meeting was carried by five to four. The minority consisted of Mr. Segar, Dr. Bligh, Mr. Gaskell, and Dr. Canavan.

REVIEWS.

Stories for Children from English History, for Standard III. Cassell, Petter, and Galpin.

We have here a collection of fifty stories on subjects from English History, beginning with "The Romans," and ending with "Queen Victoria." They are written with great plainness of style, are short, and full of interest. Some very effective illustrations, and some excellent maps, will make the volume more popular among its youthful readers. We can strongly recommend this volume as a good historical reader for the Third Standard under the Mundella Code.

Murby's Imperial Reader. Book IV. London: T. Murby.

This book is full of interesting and instructive reading, of about the degree of difficulty to suit the Fourth Standard in elementary schools. Grave and gay pieces are pleasantly interspersed, and the grave portions are treated in a manner to bring them down to the comprehension of children. We are pleased to see the quantity of new unhackneyed reading-matter that is contained in this volume, and we may add that it contains many attractive pictures.

Gardiner's Explanatory Geography. Part V. for Standard VI. By Alfonzo Gardiner. John Heywood.

This little book contains the outlines of the geography of Asia, Africa, America, and Oceania, and is rendered more useful by containing eleven maps. The work has evidently been drawn up with great care, and contains quite as much information on the subjects on which it treats as any scholar in our elementary schools needs to know. The work is a marvel of cheapness, the 84 pages of matter with the eleven maps being sold for fivepence!

How to Write English: A Practical Treatise on English Composition. By A. Arthur Reade. London: John Marshall and Co.

We are able to say of this work what one can say of very few treatises on English Literature, that it is interesting, and that it grapples successfully with a very difficult subject. It is excellently qualified to teach English composition to a private student who is anxious to obtain a mastery over his own language and does not know how to begin. We can strongly recommend it to all pupil-teachers and students in training colleges. Schoolmasters would find it very interesting and instructive reading. It abounds in illustrations and anecdotes. Mr. Reade is not only familiar with what we may term the old masters of English prose and poetry, he is equally acquainted with the styles of such modern writers as Macaulay, Dickens, and Ruskin; and we like his treatise none the worse because he quotes other authors, where they will speak with more authority than himself. The chapters on punctuation, paraphrase, précis-writing, controversy, hints for essayists, are full of useful hints.

A Grammar of the French Language for Pupil-Teachers and the More Advanced Classes in Schools. London: National Society's Depository.

The compiler remarks in the preface, "Notwithstanding the many excellent grammars already existing, it has been found that one is still needed, having especially in view the requirements of pupil-teachers, teachers in training, students in the upper classes of schools, and others who are preparing for examinations, but can only devote a few hours weekly to the study of French." The work answers excellently to the description given in the preface, everything being stated in it with great plainness and simplicity of speech. There is no attempt, however, to make it practically worthless by diminishing the real difficulties that lie in the way of the acquisition of the language. Comparing it with other French grammars, it certainly seems to us not less full and complete. Some exercises for translation, and an index and vocabulary, are given at the end of the work. We feel sure this work will be found of great use for giving pupil-teachers and others in a similar position a sound and accurate knowledge of the French language.

Outline of the History of the English Language and Literature. W. & R. Chambers, 1882.

This is a useful work on the English language, apart from its grammar, and is "adapted for use in the advanced classes of elementary schools, in secondary schools, and for pupil-teachers, as well as for private students." Chapter i. contains the history of the vocabulary of the language; chapter ii. the history of the grammar; chapter iii. changes in modern English; chapter iv. words adopted from foreign languages; chapter v. notes on the growth of English words; chapter vi. prefixes and suffixes. At the end of the book there are also given outlines of early and modern English literature, with illustrations of some of the earlier writers. The writer sensibly remarks of Mr. Robert Browning, "His poems are very difficult to understand, but are very well worth understanding." We ought to mention that in the "Notes on the Growth of English Words," there is a very useful list of "words that have changed their meaning," as "painful," which formerly meant "painstaking," of which an illustration is given, "Rev. J. Flavel was a painful preacher." There are also lists of Teutonic, Latin, and Greek roots, and of prefixes and suffixes. We are quite sure this little book will be found very useful to pupil-teachers, students in training schools, and scholars in the highest class in elementary schools.

SHORT NOTICES.

Our Little Ones for August and September, 1882 (Griffith and Farran), are excellent specimens of what we believe to be the best sixpenny monthly magazine for very young children. The reading-matter, pictures, large and luminous type are alike excellent. All who have little children, and can afford sixpennyworth of literature monthly for them, should buy it. It will make a beautiful bound volume at the close of the year, and handled with care such a "thing of beauty" will be "a joy for ever." *The Cranshaw Family's Adventures at the Preston Guild* (John Heywood) contains a humorous account in the Lancashire dialect of what befel an old man riding in a procession in an old suit of armour on that occasion. *Coleridge's Ancient Mariner with Life and Notes* (W. and R. Chambers) contains the poem with the revised text, and a

set of very useful foot-notes. *Scott's Lady of the Lake, Canto Second*, by the same publisher, is similarly annotated. The notes are much more numerous, and greater in length to Messrs. Chambers's edition of the Armada, Ivry and Evening by Lord Macaulay. *Advanced Book-keeping for Senior Classes*, part iii., *Double Entry, by J. D. Maclean* (Collins & Co.) is a cheap useful treatise on this important subject. *Silver Cymbals*, parts vi. and ix. (Moffatt and Paige), contain a selection of interesting pieces for singing in schools in the Tonic Sol-fa Notation. *Colds and their Consequences, by J. Dreschfeld, M.D.* (J. Heywood), is a penny lecture published by the authority of the Manchester and Salford Sanitary Association. Dr. Dreschfeld recommends as one means of preventing colds "the systematic practice of the so-called lung gymnastics. This consists in standing before an open window, and alternately to raise and depress the arms, and breathe in the pure air." Excellent advice is given in this little work how to avoid catching colds, and how to get rid of them when caught.

HOW SCHOOL BOARDS PAY THEIR TEACHERS.

A YORKSHIRE Board has recently taken the trouble to write to the school boards of the kingdom, enquiring how they are in the habit of paying the teachers their salaries. At Liverpool the stipends are paid quarterly by a cheque to the head teacher of each department. At Manchester they are paid monthly at the school in cash by the assistant clerk, and his assistants. At Birmingham they are paid monthly. The head teachers receive their cheques at the schools, the others are paid at the office. At Sheffield the clerk of the board receives a cheque for the whole amount, pays the head teacher of each school the sums due for the staff of his school, who, on his part, pays the assistant teachers and pupil teachers, and obtains their receipts. At Huddersfield the salaries are paid to the head teachers by cheque. At Hull the salaries are paid monthly, but an objectionable system prevails of deducting from the salaries what is due to the board for school pence. The return is as follows:—

HULL.—An agreement was made to pay the teachers quarterly, but they are paid monthly, their salaries being passed by the board at its meeting on the first Wednesday in each month. On the following day from 4 to 5-30 p.m. a pupil teacher or monitor is sent to the clerk's office for the balance due. After deducting the amount received in school fees, the balance is taken to the head teacher of each department, who pays it in accordance with the receipts which he had sent to the clerk with the balance sheet on the first day of the month. One cheque only is drawn by the board to the order of the clerk, who pays in cash.

At Bradford, head and assistant teachers are paid in cash at the clerk's office monthly—the junior teachers are paid quarterly. At Burton-on-Trent the salaries are paid monthly by a cheque drawn to the head teacher of each department. At Bolton a similar practice prevails. At Nottingham the head and assistant teachers are paid monthly—the pupil teachers and monitors quarterly. At Gateshead "all salaries are paid monthly, every teacher being paid in cash." At Rochdale the monthly system prevails. "They are paid by cheque if the amount is over £2." At Norwich "the salaries are paid quarterly at the board offices by

cheque." At Wakefield the salaries are paid monthly. "A cheque is drawn for the total amount by the clerk, who visits the schools and pays the teachers himself." At Durham the salaries are paid quarterly. At Darlington they are paid monthly by the treasurer in cash. At Halifax "the head and assistant teachers are paid monthly, the pupil teachers quarterly. The salaries are paid at the clerk's office on the 25th of each month. They are paid in cash by the clerk or his assistant." At Sunderland the salaries are paid monthly at the schools, in cash, by the clerk and his chief clerk. At Luton the teachers are paid quarterly. At Glasgow "the salaries are paid monthly at the respective schools. They are paid in cash by the head teacher on the last day of the month. A cheque for the amount is sent to the head master, with receipts to be signed by each teacher."

COMPULSION IN THE COUNTRY.

LORD SANDON'S Act of Parliament, passed in 1876, appointing School Attendance Committees in connection with Boards of Guardians in districts where there are no School Boards, is not working satisfactorily. Mr. Mundella, no doubt, is keenly watching its operation, and we should not wonder if he has not, in the pigeon-holes of his office, a new Act, dealing with irregularity of attendance in country districts in a much more drastic manner. The Attendance Committees, if they could be heard by counsel, would be able to present what is by no means a despicable case. If they appoint an attendance officer, who is to devote his whole time to the office, they are charged by the British farmer with wantonly and needlessly increasing the rates in these lamentable times. If the attendance officer is also the relieving officer, as is frequently the case, he is not able to look after the irregular attenders in a large and scattered district. If the attendance officer, filled with educational enthusiasm, hales the parents of the offending scholars, before the tribunal of the magistrates, he soon becomes aware that the justices are not inclined to applaud his excessive zeal. The parents escape with a promise to do better in future, or, at the worst, with the infliction of a merely nominal fine. And so the case, which was to strike terror through the whole district, appearing in the local penny weekly paper, tends rather to encourage the evil-doers; and the unfortunate officer may congratulate himself if he has not been the means of saddling his employers with a heavy bill of costs, as the only result of his praiseworthy enthusiasm. The clerk of the Attendance Committee may appeal to Mr. Mundella against the justices, but that gentleman,

though a member of Her Majesty's Most Honourable Privy Council, neither appoints the magistrates, nor has the power of dismissing them. In matters of justice, a great deal is left to what is called a magistrate's "discretion," and in the exercise of this peculiar faculty the magistrates, as a body, hesitate to commit men and women to prison, because they have not sent their children regularly to school. The magistrate, living in the district, and moving to and fro familiarly among the people, knows pretty well the standard of public opinion prevailing in it, and wisely hesitates, in his judicial decisions, to go very much in advance of what the people think and feel to be right about school attendance. To send men and women to prison heedlessly and recklessly for what they feel in their minds and consciences to be no criminal act, would be to make the Education Act an odious instrument of official tyranny. And so the magistrates wisely wait for signs that the public opinion of the district is advancing on the matter of education, and show all manner of leniency to the villagers who are summoned before them for the breach of an Act, of which, until they were threatened with its penal clauses, they were probably in entire ignorance. The Attendance Committees have no objection to this policy of moderation and patience; but the school inspectors loudly complain that the provisions of the "law" are not carried into effect, and they have on their side the important body of school teachers throughout their district. It is justly felt that matters are worse than would have been the case, if the attendance officer, "breathing threatenings and slaughter," had never gone his rounds through the district. The countryman, who has keen wits for the little matters affecting his home life, arrives at the conclusion that he is master of the situation, on the question of sending his children regularly or irregularly to school. Formerly, he did his best to get them to school to make "skolards" of them, or because the parson and schoolmaster expostulated with him if he kept them away. But the respect he entertains for these local magnates he does not profess to cherish towards the attendance officer, who entered his house and alarmed his wife with the terrors of fine and imprisonment, if "their Jim" were not sent for the future regularly to school.

History is full of instances of the bad result of making laws which have no answering echo in the minds and consciences of the people. The Liberal Government, who are about to extend the franchise to the peasantry, will doubtless be sufficiently shrewd not to place a weapon in the hands of their opponents that might make the new measure act injuriously to their own interests in a general election. Compulsion in the towns is not exactly on the same footing as compulsion in the country. The dwellers in towns are aware of the great value of a good

education in equipping their children to wage efficiently the battle of life. As a class the artisans are altogether in favour of compulsory education; it is only the erring brothers of the fraternity that need the stern reproof of the magistrate. And then again, the working man in the town is accustomed to the action of municipal institutions. The School Board is to him as the Town Council; and he prefers to be governed by his own representatives, rather than by the Education Department at Whitehall. But the rural labourer fails to see the usefulness of book-learning for his boy beyond a very elementary point. The Board of Guardians is to him an institution for granting parish relief; he has never regarded it as a terror to any other class of evil-doers than wandering tramps. And so the problem of securing regular attendance in country districts is not a problem easy to solve. It is not easy to convince the farm labourer that vulgar fractions, grammar and geography will be of any real benefit to his son. He is not impressed by the visit of the attendance officer, and in his small imagination, among things important and awe-inspiring, the local Board of Guardians has no place at all. If a School Board were elected it would take him half a century to understand its powers and privileges; and as he could send to the Board what representatives he pleased, we fear he would so exercise his powers as to dot the country over pretty thickly with School Boards in default. We shall be curious to see what Mr. Mundella will propose to do in this difficult matter. It is one thing to condemn the working of Lord Sandon's Act, it is quite another thing to introduce a measure in its stead that will work better.

THE BLUE BOOK FOR 1881.

(Seventh Article.)

NOW that the Blue Book for 1882 is issued, we must hasten to complete our digest of the contents of the volume issued in the previous year. The old song warns us—

> "It is good to be merry and wise
> It is good to be honest and true,
> It is good to be off with the old love
> Before you are on with the new."

Mr. Synge in his report for the Norwich district is somewhat severe on those teachers who undertake to teach pupil-teachers the duties of their profession, and never do it. The fact is, we dare say, they train their pupil-teachers in the same way in which, as pupil-teachers, they were trained themselves. Mr. Synge would deprive them of the right to have pupil-teachers as a punishment for their negligence.

But while a very considerable number of schools show the great value of the pupil-teacher system where it is properly carried out, there are not a few, where the pupil-teachers go through an apprenticeship and have very little chance of learning how to do their work in school. When pressed by the Inspector as to what they are doing in this part of their work, some teachers show that they have no idea how it is to be done. The terms "model" and "criticism" lessons seem to convey no meaning to them, and often they put down "object lessons" on the time-table, and then think they have fulfilled all that can be required of them. It has seemed to me for some time, that in cases where proper care has not been given to apprentices by the principal teacher, there should be some power of depriving them of the right to have pupil-teachers under them. Of course, it would have to be gently exercised, and it would be manifestly unfair that a dull or idle apprentice should be able to damage his teacher. But it is often plain with whom the fault lies of pupil-teachers' lessons given with bad method or with no apparent method at all. I should like to urge again, what I mentioned in my last report, the desirability of terminating the apprenticeship at the end of the second year in the case of those pupil-teachers who show then that they are not likely to be tolerably efficient. It is but little hardship to them to have to take another line of life at sixteen. It is a much greater hardship if they reach the end of their apprenticeship and then fail, as so many do.

The latter part of his recommendation, it seems to us, would have a good effect, if applied to school inspectors. When a school inspector, at the end of the second year after his appointment, shows that he has no aptitude for his work, it would be desirable to terminate his connection with school inspection. The hardship of requiring them, at that early period, to select another line of life is nothing to the hardship inflicted on teachers and scholars by allowing them to continue in a line of life for which they are manifestly unfitted. We wonder whether it has occurred to Mr. Synge that his recommendation could be usefully applied in this way.

Mr. Vertue, who inspects schools in the Guildford district, is not at all satisfied with the manner in which the Education Act, 1876, is being carried out. We dare say Mr. Mundella is watching carefully the operation of that Act, and is equally dissatisfied with it. "Lists of irregular children," says Mr. Virtue, "appear to be sent in month after month to the local authority, without any notice being taken of them by the attendance officer, who in most cases is also the relieving officer with his time already fully occupied, till the managers have in disgust resolved to send them in no longer."

The following three paragraphs of this report form instructive reading, and the last one shows that matters are no better under country boards than they are under attendance committees. Much the same class of men who are on the Attendance Committee would be elected as members of the School Board. The only thing the Department can do, after advising, expostulating, and threatening, is to declare the School Board, a Board in default, but this is a punishment that would not bear very frequent repetition, without wounding the character of school boards generally.

No visits are paid to the school by the officer to make inquiries, and no questions are asked by the local authority as to how their officers are doing their duty. The children are kept at home as before on every trivial pretext, or are openly sent to work, or the law is even more flagrantly defied by members of the local authorities themselves continuously employing children of from seven to ten years of age, some of whom have never passed any standard.

In one or two unions of my district there has apparently been a fixed determination on the part of the local authorities to completely ignore the Act. One union at least went through the farce of appointing an attendance officer on a nominal salary, it being well understood that he would not be expected to perform any duties. In every school in that union there were bitter complaints by the teachers about the great irregularity of the attendance. In one school I went over the list of children on the books. The number presented for examination was about 60. I found there were 16 children between 7 and 10 years of age very irregular in their attendance, six of them not having made 100 attendances out of 377 school openings; and in addition to these, there were 13 children at work, of whom four were in the employment of the elected guardian to the union. Their ages were 8, 10, 11, 11, the standards passed were respectively 0, I., I., II., and the last three had been in the same employment continuously for ten months, six months, and two years. I have no reason for supposing that the attendance at this school was worse than in any other school in that union.

In another part of my district, in a school under a board with bye-laws, where the number of children presented is annually about 70, I found there were 25 children between 7 and 12 not at school, of whom 17 had not passed any standard, and only four the first, and four the second standard. The reasons for absence were either at work or idling about, and four of them were returned as attending a dame's school near the board school, one of the worst of its kind I ever saw. The reason given for not interfering with it was that the board did not like to deprive the woman of her means of obtaining a living. A precisely similar reason for non-interference with such schools has been often given to me in other places, and I can only hope that the local authorities will some day remember that they have been called into existence in order to provide efficient education for the children in their district, and not old women with the means of obtaining a livelihood. I could give similar examples from almost every part of my district of the great irregularity of the attendance.

The consequence of all this is, that Mr. Vertue does not think the schools are in such a good state as when he wrote his last report, and this without in any degree reflecting on the diligence of the teachers. It seems to us that the moral of this failure is that local authorities cannot be safely entrusted with the execution of an Act which is in advance of their intelligence. Another reflection which occurs to us is that we must have patience, and not be anxious to move so very fast. A hundred years ago, in 1782, there was no elementary education. Fifty years ago, Parliament was feebly awakening to its duties in this respect; by voting £20,000 to establish schools, it thought it was acting liberally. Now the Education Grant is counted by millions.

Canon Warburton, in his report on the Winchester district, also speaks of the inefficient manner in which the "child bailiff" does his work. He also remarks that both school boards and attendance committees "are to a great extent paralysed by the natural unwillingness of the magistrates to commit, after the educational authorities have taken on themselves the trouble and the odium of bringing up cases for trial."

Mr. Watts, who reports on the schools in the Carnarvon district, gives an amusing account of the attempt of a Welsh Board to turn a chapel,

built in an inconvenient situation, to a school, and with the proceeds of the sale of the chapel build another where the school ought to be :—

After various attempts to dispose of the question in a way which I could not recommend the Department to sanction—attempts, which displayed an ingenuity worthy of a better cause, this board proposed a plan which I was inclined to endorse as a solution of the difficulty—the conversion of a chapel into a school. On personal inspection, however, I discovered to my astonishment that the chapel in question was a mile from the Valley village near "Penygroes" on the map.

The following admissions were also made by the board in the course of the interview :—

The chapel in question was available for a school because inconvenient as a chapel ; with the proceeds of the sale, &c., it was the board's intention to replace it by the erection of a new chapel between the post office and the railway station, *i.e.*, near the centre of the Valley village where the school ought to be ; and within a radius of half a mile from the said chapel there were only thirteen houses. I congratulated them upon the practical wisdom they displayed as regards the chapel, and expressed a hope that they would see the propriety of extending the same principle to the case of the school. Whereupon they asserted that the chapel was inconvenient only as regards its own supporters ; that they could compel children to attend school, &c.

Mr. Watts has a very valuable paragraph on the importance of visits without notice to warn teachers of the consequences of bad ventilation. He attributes the "sickly pallor of many of our teachers" to this cause. Teachers should weigh attentively what he says, as the suffering that arises from this cause rarely admits of a remedy.

Valuable as these visits are in a variety of ways they are not least valuable in a sanitary sense. To have an adequate idea of the impurity of the atmosphere which children generally breathe in schools let the inspector pay an unexpected visit to some of our crowded schools late in the afternoon in one of the winter months, and the chances are that he will find that, though one of the most important elements of life, fresh air is the most commonly neglected. Its cheapness, and ignorance of its functions, are probably the chief causes of this neglect ; and in the case of teachers, who certainly ought to know its value, I fear that carelessness is another and a most inexcusable cause. If I ever endeavour to speak persuasively, it is when I am roused by the polluted atmosphere of a school, where the children are evidently half-drugged to sleep, and where every avenue by which impurities could escape are as carefully closed as if ventilation were altogether a mistake. The sickly pallor of many of our teachers testify too truly that the accumulated influence of this neglect is telling a sad tale upon their constitution, while unfortunately the facility with which their lungs accommodate themselve to the gradual deterioration of the atmosphere renders them totally unconscious of the evil which is thus undermining their health. And if such is the effect in the case of adults, whose constitution is comparatively hardened against attacks of disorders arising from a low degree of sanitary civilisation, no wonder that such large portions of our infant population are swept away under such unfavourable conditions. Great indeed and incalculable would be the benefit conferred on his kind by the man who invents a self-acting and a self-adjusting means of ventilation, such as would defy the carelessness of teachers, without exciting the anxiety of mothers, which is generally charged with the main cause of the mischief. Meantime I can only recommend what I believe is called the Sherringham principle as the most likely to induce anxious mothers to tolerate what is so essential to the physical welfare of their children.

Mr. Watts proceeds to remark that when he read in a Congress Paper that "of the 50 secular school boards in England and Wales 40 are in Wales, 10 in England," it was "with almost an unmixed feeling of pain." He goes on to suggest that lessons in religion should be given in every school, "well-assured that if our schools are to become models in moral results, seed-time cannot be too carefully observed."

Mr. Williams, who reports on schools in South Wales, complains that "many trained teachers when they leave college are not so well prepared for practical teaching and school-keeping as they ought to be." There is sound sense and critical discernment in the two paragraphs which we subjoin:—

Many trained teachers when they leave college are not so well prepared for practical teaching and school-keeping as they ought to be, or as they might reasonably be expected to be after two years' training. Nearly all their time and attention at college appear to be occupied with the study of subjects other than practical school-keeping; and when they enter upon the charge of schools, they may not know, unless they happen to have been pupil-teachers in good schools, how to teach any subject satisfactorily. Students are required to give a Collective Lesson before the Inspector of Training Colleges on a subject prepared beforehand, but this in my opinion, is not sufficient; for a student of good nerve and assurance may get through such a test in a formal way creditably, and yet have but a very imperfect idea of teaching any of the ordinary subjects in school. Instead of such a Collective Lesson, or in addition to such a lesson, I think it would be desirable to require a student to give a lesson on one of the subjects most commonly taught in schools, as reading, some rule in arithmetic, writing in a class of beginners, &c.

The tutors at training colleges no doubt give a course of lectures on school management, but I feel persuaded that this is not sufficiently followed up by adequate and efficient supervision over the students when teaching in the Practising School.

Mr. Yarde, in his report on the Stafford district admits that there is a sad want of uniformity of examination in districts. The Shropshire schools, he says, could not come up to the Staffordshire standard, so he lowered it, to save them from heavy pecuniary loss.

I soon found it would be impossible to examine the Shropshire schools on the standard in force in Staffordshire, and I decided to make a very considerable reduction in my requirements for a pass in reading, writing, and arithmetic. I have no hesitation in saying that if I had not done so many of the schools would have suffered heavily. By making the change in the standard of examination as gradual as possible I endeavoured to avoid doing an injustice to managers and teachers.

SCHOOL BOARDS FOR THE MONTH.

THE members of the London Board are this month enjoying their holidays. They do not meet again till October 12th.

The editor of the *School Board Chronicle* acknowledges with grief and vexation of spirit that "Birkenhead is almost the largest borough in England remaining outside the School Board system." The Education Department have recently held an enquiry into the amount of deficiency of school accommodation which exists in this town. It seems that two new schools are required, and our contemporary is harassed with the thought that possibly they may be built by the means of voluntary subscriptions. Suddenly, however, a bright thought seizes him, which we give in his own words:—

The result is an unquestionable deficiency of accommodation for 1,100, and a need for two schools, at spots indicated in the report, each for 550 children. It is to be hoped that there is public spirit enough in Birkenhead to insist that these shall be Board schools. The process is easy enough. If certain sects attempt to stop the way by offering to meet the demands of Parliament by the provision of these two new schools, the Nonconformists should be ready to interpose, and to create a large and insurmountable deficiency by resolving to discontinue one or more of the existing Nonconformist schools.

The School Board system does not work harmoniously in the parish of Horley. A public meeting was called on August 9th, by the Vicar and Captain Mirehouse, the two minority members of the Board, at which resolutions were carried with but two dissentients, condemning the "flagrant unfairness" of the majority of the Board, and the "studied insult shown to their fellow members by the majority of its first meeting." The following extract, which we cut from the report in the *School Board Chronicle*, will show what disgraceful personalities were indulged in at this meeting:—

Mr. Aston: I do not want to be interrupted. I did not interrupt. He proceeded to say that he was not bound to be at the Horley School Board on all occasions, and that the meeting referred to was called for 5 30. He endeavoured to catch the train and attend that meeting, but was unable to do so. Of course there was great responsibility attached to the Chairman of the Board, but he considered that if put in the balances with Mr. Peckover they would turn in his favour. He named the previous chairman of the former Boards, and said that all the quarrels were raised by Mr. Peckover. When that gentleman came to Horley it was his boast that there was not a Dissenter in it, but now there were four chapels in full swing.

Mr. Tappen read the notice calling the special meeting of the Board for six, signed by the chairman.

Mr. Aston: I was not aware that it was called for six.

Captain Mirehouse: Do I understand the Chairman to repudiate his own signature?

Mr. Aston: I was not aware of it.

Captain Mirehouse: If a man repudiates any knowledge of when the meeting was called for when he signed the requisition, I leave the meeting to judge whether he is a fit man for the position.

Mr. Aston said it was of little moment what the hour was.

Mr. Peckover: You ought to know. Mr. Peckover went on to say that the present was not a "hole and corner meeting," such as the one held the other day, but was a public meeting. He also denied the charge made by Mr. Aston that his clerk told Mrs. Peckover that he (Mr. Aston) was at the Royal Academy, and hoped that Mr. Aston was a better man than himself. As to there being four chapels in full swing in the place, he said it was not true.

Mr. Aston appealed to the Chairman to call Mr. Peckover to order.

Mr. Peckover: I say it is a lie upon the face of it.

Mr. Aston: You are not a gentleman, but a disgrace to the cloth you wear.

Mr. Peckover: You ought to know better.

Mr. Aston: You, the vicar of a parish! It is a disgrace to you.

Mr. Peckover: You have told a flat lie. You know there are not four chapels going in full swing; there are only two.

Mr. Nye: My chapel is licensed.

Mr. Peckover: If only I could have one or two curates, you would not have a man going into chapel in a fortnight. I hope you will apologise.

Mr. Aston: I have been accused of using a deliberate falsehood—

Mr. Peckover: You say deliberate, but I did not.

Mr. Aston: I shall substantiate my statement. There is in the first place the Primitive Methodist Chapel, then the Baptist Chapel—

Mr. Peckover: You said in full swing.

Mr. Aston: I said there were four chapels.

Mr. Peckover: You said in full swing. I appeal to the Chairman.

Mr. Aston: You all know there are services in them. I say therefore your objection is Jesuitical.

Mr. Peckover: I think there are only two chapels.

Mr. Aston: I think there are five.

Captain Mirehouse here asked the meeting to look back to its original purpose. If recriminations had been used by the vicar he was convinced that there was no one who would apologise more readily than he would; and if Mr. Aston had done so, he thought he also would apologise.

Mr. Peckover: I withdraw any remarks, and give an apology.

Mr. Aston: Mr. Peckover having withdrawn his remarks, I accept his apology, and have no more to say. If I have said anything other than you would wish me to say, I also withdraw my observations.

The managers of St. Mary's Schools, Shrewsbury, have declined to continue carrying them on, on account of the operation of the School Board. They have, therefore, leased them to the Board at a nominal rent, reserving to themselves the right of giving one hour's religious teaching every day. The following discussion at a recent meeting of this board refers to this matter :—

The Chairman said if it was a Board school they would make a great difference, but it was simply a transfer to the Board. The Board was expected to take to the forms, furniture, &c., as they now stood, and hand the same over to the managers at the termination of the agreement. The hour for religious instruction would probably be the first in the morning or the last. At present about fifty minutes was employed in religious teaching.

Mr. Brookes said he only put the question in order that the thing might be clear, because some objection might be raised by Dissenters. He was strongly in favour of religious teaching, but it might be that some parents would object to their children being included.

The Chairman answered that the objection was met by the Conscience Clause.

Mr. Phillips said he understood the drift of the question; but if parents and friends of children liked to have them taught in their own peculiar way there would be no difficulty in doing so.

Mr. Groves: Only that religious teaching must be done.

Mr. Brookes: Will the children have an opportunity of receiving other religious instruction in those schools?

Mr. Groves: No; that would be against the Act of Parliament. It would be denominational teaching.

Mr. Brookes: But you propose to take an hour a day for such teaching.

Mr. Phillips took it that such hour would be for denominational teaching.

The Chairman: Yes; being a transfer school, we can retain that hour.

Mr. Brookes thought the same privilege should be accorded to the children of Dissenters as was accorded to those of the Church of England. It was of importance that they should have equal facilities; but instead of that they would be deprived of the instruction that should be given them.

The Chairman said at present the teaching was that of the Church of England, with the Prayer Book and the Catechism.

Mr. Phillips said he had no doubt that many Dissenting parents would be quite willing for that, but he could imagine Roman Catholic parents objecting to it.

The Chairman said the Act of Parliament distinctly provided that those who transferred a school should have one hour per day for denominational teaching.

Mr. Brookes said it was very desirable to have fair terms. The terms were liberal in surrendering the school to the use of the Board, but he was afraid many would take exception to what was proposed.

Mr. Phillips said it would be for those who did take exception to make their own provision, so that their children could be able to attend at some particular place appointed.

The Clerk said in the case of St. George's the managers had given their school from the hours of ten to twelve.

The Chairman: If persons object they can send their children to another school; but the parents trusted him not to take any advantage of their children's views in respect of religion.

The Higher Board School erected by the Halifax Board, was opened on August 30th. The following remarks were made on the occasion by Mr. Alderman Law, Chairman of the Bradford Board.

Mr. Alderman Law (Chairman of the Bradford Board) said he claimed for Bradford the invention of the higher Board school system, and though it did not originate with himself, he believed he came in second. He explained how successful the scheme had been in Bradford, and spoke of the facilities it afforded to youths in bridging over the distance between elementary and grammar schools, and completing the gradation from elementary schools to the Universities. He regarded these schools as the capital which crowned the column supporting the edifice of education. The prejudice against Board schools because of their supposed secularising tendency had entirely disappeared. He added that there were now 20,000 children in the Bradford Board schools who, but for the Education Acts, would now have been in the streets. In the elementary schools in Bradford there were nearly 40,000 children—20,000 in the Board schools, and nearly 20,000 in other schools, whereas when the Board schools began there were altogether only 14,000 scholars.

We had imagined that it was only small country Boards that needed to be threatened with the penalty of being declared "a Board in default," but our readers will see from the subjoined letter that an important Board like the Blackburn Board has recently been warned that the Department is preparing a rod for their rebellious backs.

Education Department, 27th July, 1882.

Sir,—My Lords appear to have received no reply to their letters of the 24th of March, 26th of April, 16th of May, and 12th of July, and they can only conclude that your Board declines to furnish them with the report asked for in their letter of the 20th January last. I am directed to refer your Board to Section 95 of the Elementary Education Act, 1870, and to state that unless the report is furnished within a month, or some satisfactory reason alleged for the delay, my Lords will be compelled to consider the necessity of declaring your Board in default.—I have, &c.,

W. Ditchfield, Esq. P. CUMIN.

We, however, strongly incline to the view that this punishment will be considerably shorn of its terrors, if it is very frequently alluded to.

The Education Department in a letter to the Todmorden Board express their strong objection to the method of paying all the teachers by a cheque to the head teacher of the school.

Education Department, 1st August, 1882.

Sir,—Adverting to a statement of the district auditor in reference to the books of the School Board of Todmorden, for the half-year ended 25th March, 1882, I am to request the attention of your Board to Article 12 of the Accounts Order, in which the duties of a head teacher under that order are specified, and to Article 45 of the Instructions issued by this Department, and I am to state that whilst my Lords offer no objection to the payment of the salaries of the teachers in cash instead of by a cheque in favour of each teacher, they are of opinion that a grave objection exists to such payments being made by the head teacher, or by any teacher of a public elementary school.

My Lords therefore trust that your Board will as soon as possible discontinue the present practice of paying the salaries of the teachers through the head teacher of each school. P. CUMIN.

The Clerk, School Board, Todmorden.

INSTRUCTIONS TO HER MAJESTY'S INSPECTORS.

CIRCULAR No. 212.—*Continued.*

Writing.

10. In Standard V. the passage selected for writing from memory should be an anecdote occupying from ten to fifteen lines of ordinary length, and containing some sufficiently obvious *point*, or simple moral. The passage may, if the teacher desires, be read out aloud by him. Neither accuracy in spelling nor excellence in writing should secure a pass, unless the exercise is an intelligent reproduction of the story. The writing exercise prescribed for Standard V. may be altogether, and must be to a certain extent, an effort of memory: that for Standard VI. is the earliest exercise in composition required in the Code as part of the writing exercise; and no child ought to pass who does not show the power to put together in grammatical language, correctly expressed, and, if required, in the form of a letter, a few simple observations in some easy subject of common and familiar experience. In Standard VII. in order to warrant a pass the theme should exhibit something more of structural character and arrangement, the sense should be clear, the expressions fairly well chosen, and the writing, spelling, and grammar free from ordinary faults.

11. In all cases, where a dictation exercise is given, the teacher may be permitted, if he desires, to read the passage over to the children before it is dictated by the inspector. In Welsh-speaking districts the teacher may be allowed to give out the whole of the dictation.

Arithmetic.

12. Little change has been made in Schedule I. in regard to the requirements under the head of Arithmetic. You will probably continue the usual practice of setting in all standards above the first four sums, of which not more than one should be a problem, and of permitting a scholar to pass who has two correct answers. Right method and arrangement and good figures may excuse slight error in one of the answers. In Standard V. the "rule of three by the method of unity" has been prescribed in order to avoid at that stage the difficulties of the theory of proportion, and to suggest a simpler method of solving ordinary problems by a combination of the four simple and compound rules. But if the answers are correct, and have been intelligently worked by either method, you will of course accept them.

13. Mental arithmetic is a new requirement, but it is not intended to form an addition to the individual examination for the purpose of recording the "passes" in the schedule. It is a class exercise, and may often be satisfactorily tested by requiring the teacher of the class to give a few questions in your presence, and by adding at discretion some questions of your own. The object of this exercise is to encourage dexterity, quickness, and accuracy in dealing with figures, and to anticipate, by means of rapid and varied oral practice with small numbers, the longer problems which have afterwards to be worked out in writing. It is obvious that this general object cannot be attained if the exercises are confined to a few rules for computing "dozens" and "scores," such as are often supposed to be specially suited for mental calculation. Practice should be given in all the ordinary processes of arithmetic; *e.g.* in Standard I., addition, subtraction, and multiplication, with numbers up to 50 and money up to 2s.; in Standard II., all the four rules, with numbers up to 144, and with money to 10s.; in Standard III., easy reductions; and, in Standard IV., simple exercises in fractions founded on the multiplication table, and on the aliquot parts of £1, of a yard, and of a pound avoirdupois. It is often found a help in calculation if the dimensions of the schoolroom, the playground, and the desks, and the weight of a few familiar objects are accurately known and recorded, and occasionally referred to as standards of measurement.

Class Subjects.

14. In reporting on the subjects of grammar, geography, and history you have been required hitherto simply to state whether the whole grant ought to be awarded or disallowed. You will, in future, report whether a grant should be made, and, if so, whether the results of the instruction are "fair" or "good." The mode of examining is left to your discretion, and may be usefully varied from year to year. It is often advisable to invite the teacher of the class to put a few questions in order that you may know what plan he has adopted before proceeding to propose questions of your own. In standards above the third the knowledge of the scholars may sometimes be tested by written answers which you

will carry home and examine; but you will generally be able to satisfy yourself by means of oral questions addressed separately to a sufficient number of the scholars, whether the class has been properly taught. The quality of the answers, as well as the number, will have to be considered, and the knowledge of the subject should be fairly distributed throughout the various standards. But, subject to these considerations, it is a safe general rule that the result may be marked "good" when three-fourths of those examined are found to have been well taught, and "fair" when one half of them prove to have been so taught. If this latter condition be not fulfilled, no grant should be recommended under Article 109*f*.

15. Both in class and specific subjects the Code permits a certain liberty of choice to managers, and it is no part of your duty to restrict this liberty. But if your advice is asked it will be well in giving it to have regard to the special qualifications of the teacher, and to the opportunities and means at hand for scientific or other instruction. Other conditions being equal, any teacher will be likely to teach best the particular subject of which he knows most, and in which he takes the strongest interest.

Grouping of Standards.

16. When the numbers in the upper division of the school as defined in Article 109*f* iii. do not exceed thirty at the beginning of the school year, the children of that division may be treated as one class for instruction in class subjects. When the numbers exceed thirty, the upper division should be divided into two groups at least. The grouping of standards is intended to work as follows: Supposing the 4th and 5th Standards to form one group, and the 6th and 7th another, the former group will be required to take the work of the 4th and 5th Standards in alternate years, the latter that of the 6th and 7th Standards in alternate years. If the four standards—IV.–VII.—are placed in one group, they will take the subjects of each standard in turn.

English.

17. The examination in this subject is not, as you will observe, limited to technical grammar, although parsing and analysis still form an important part of the requirements. The general object of lessons in English should be to enlarge the learner's vocabulary, and to make him familiar with the meaning, the structure, the grammatical and logical relations, and the right use of words. Elementary exercises of this kind have an important practical bearing on everything else which a child learns. The recitation of a few verses of poetry has been prescribed in every standard, and it will be the duty of a teacher to submit to you for approval on the day of inspection a list of the pieces chosen for the ensuing year. It is not necessary that the required number of lines should be taken from one poem; they may be made up from two or more, provided that each extract learned by heart has a completeness and value of its own, and is understood in relation to the story or description of which it forms a part. The extracts should be simple enough to be pleasing and intelligible to children, yet in Standards III. and upwards sufficiently advanced to furnish material for thought and explanation, to improve the taste, and to add to the scholar's store of words. In testing the memory lesson it may suffice to call on a few of the children—not less than one-fourth in each class—to recite each a few lines in succession, and occasionally it may be useful to require the verses to be written down from recollection.

18. From the first, the teaching of English should be supplemented by simple exercises in composition; *e.g.*, when a word is defined, the scholar should be called on to use it in a sentence of his own; when a grammatical principle is explained, he should be asked to frame a sentence showing how it is to be applied; and examples of the way in which adjectives are formed from nouns, or nouns from verbs, by the addition of syllables, should be supplied or selected by the scholars themselves. Mere instruction in the terminology of grammar, unless followed up by practical exercises in the use of language, yields very unsatisfactory results.

Geography and Elementary Science.

19. The Code recognises as the means of instruction in geography and elementary science, reading books, oral lessons, and visible illustrations. But it does not prescribe the exact proportions in which these means shall be employed for each standard, and for each subject. Those proportions should be determined partly by the special plans and aptitude of the teacher, and partly by other considerations. In Standards I. and II. it will not be necessary for you to insist on the use of a reading book, if provision is made for meeting the requirements of the Code by a systematic course of collective

lessons of which the heads are duly entered in the log-book. The best reading books for higher standards are those which are descriptive and explanatory, are well written, and suitably illustrated, and contain a sufficient amount and variety of interesting matter. When these conditions are fulfilled, and the reading lessons are so supplemented by good oral teaching as to enable the scholars to pass the prescribed examination well, the requirements of the Code will be satisfied, even though the course of lessons in the reading book does not correspond in all respects to the year's work of a particular standard.

20. In teaching geography, good maps, both of the county and of the parish or immediate neighbourhood in which the school is situated, should be affixed to the walls, and the exact distances of a few near and familiar places should be known. It is useful to mark on the floor of the schoolroom the meridian line, in order that the points of the compass should be known in relation to the school itself, as well as on a map.

Singing.

21. The full grant for singing is not now to be claimed unless the scholars are so taught as to be able to "sing by note." You will be furnished in subsequent instructions with some simple testing exercises by which to determine whether this condition has been properly fulfilled. The regulations under which a grant has hitherto been given for singing will still apply in cases in which the children have been taught by ear only. A list of six or eight pieces should be presented, from which you will select one or more in order to judge whether the children have been "satisfactorily taught" or not.

Needlework.

22. It will be seen that considerable reductions have been made in the amount of work required in needlework, and that the obligatory parts of Schedule III. now contain no more work than can be fairly mastered by any girls' school in which four hours weekly have been devoted to this subject. If any school fails to earn the grant it will probably be found that such failure is due to bad teaching in the lower standards, or that the subject has not been taught (as all the other subjects are taught, and as needlework should be taught) to classes as well as to individuals.

23. No just progress can be made in the general teaching of needlework in a school without effective simultaneous teaching throughout the classes, and it will be the duty of the inspector specially to inquire into the needlework of infants, and of the lowest standards in other schools.

24. Where any uniform failure in the teaching of these classes occurs you will report, even when a grant is not claimed for needlework, that the subject is not properly taught; and it may be well to point out to the managers that a few specimens of garments from the best children do not compensate for imperfect teaching in the lower classes.

25. You will in all cases, as heretofore, examine the articles which the children have made during the year; and will satisfy yourself of the genuineness of the specimens by requiring some of the scholars to perform a simple exercise on the day of examination, whether a grant is claimed for needlework under Article 109c. or not. In order to ascertain that the teaching has been in accordance with the schedule, it will be needful to require a sufficient number of the scholars in two or more standards to work specimens of sewing or knitting in your presence. Detailed rules for the conduct of this part of the examination will be found in Appendix I. When needlework is selected as a class subject, you will not recommend the higher grant of 2s. unless the results of the teaching are clearly "good." The lower grant of 1s. may be obtained by the same degree of proficiency as will be required for the grant of 1s. under Article 109c.

Specific Subjects.

26. You will observe that specific subjects cannot be taken up before a scholar has passed the Fourth Standard; and that English, Geography, including Physical Geography, History, and Elementary Science, are recognised as class subjects. If these subjects are simply and thoroughly taught the scholars will form those habits of exact observation, reasoning, and statement which are needed for the intelligent conduct of life. In ordinary circumstances the scheme of elementary education, as now laid down by the Code, may be considered complete without the addition of specific subjects. It is not desirable, as a general rule, that specific subjects should be attempted where the staff of the school is small, or the scholars in Standards V.–VII. do not form a class

large enough to justify the withdrawal of the principal teacher from the teaching of the rest of the school; in this latter case they would derive more benefit by being grouped with Standard IV. for class subjects. The pecuniary loss entailed by the exclusion of a few boys from the study of specific subjects will be abundantly compensated by the greater success in other subjects, and especially by the higher merit grant reserved for more thorough teaching generally.

27. In large schools, however, and those which in favourable circumstances, the scholars of Standard V. and upwards may be encouraged to attempt one or more specific subjects, which the managers may deem most appropriate to the industrial and other needs of the district. It is not the intention of my lords to encourage a pretentious or unreal pursuit of higher studies, or to encroach in any way on the province of secondary education. The course suited to an elementary school is practically determined by the age limit of fourteen years; and may properly include whatever subjects can be effectively taught within that limit. It may be hoped that year by year a larger proportion of the children will remain in the elementary schools until the age of fourteen; and a scholar who has attended regularly and possesses fair ability may reasonably be expected to acquire in that time not only a good knowledge of reading, writing, and arithmetic, of English, and of geography, but also enough of the rudiments of two higher subjects to furnish a stable foundation for further improvement either by his own exertion or in a secondary school.

28. In cases in which it is proposed to teach specific subjects, it will be desirable for you to ascertain that the teacher has given proof of his fitness to teach them by having acquitted himself creditably at a training college, or at some other public examination. You will often find that these subjects are most thoroughly taught when a special teacher is engaged by a group of schools to give instruction in such subjects once or twice a week, his teaching being supplemented in the intervals by the teachers of the school. You will judge of all schemes of elementary science which may be submitted to you for approval by their applicability to the school stay of the bulk of scholars, remembering that the whole course of study is primarily designed for those children who go to labour after they have reached the full time standard.

Merit Grant.

29. There is no graver or more difficult task imposed upon Her Majesty's Inspectors by the amended Code than that of assessing the merit grant. Your own experience must often have led you to conclude that the full value of a school's work is not accurately measured by the results of individual examination, as tabulated in a schedule; and that two schools, in which the ratio of "passes" attained is the same, often differ materially in the quality of those passes, and in general efficiency as places of education. It is in order that these differences may be duly recognised in calculating the grant that my lords have caused the award of a substantial part of that sum to be dependent on the estimate you form of the merit of the school as a whole. Article 109*b*. specifies three particulars: (1) the organisation and discipline; (2) the intelligence employed in instruction; and (3) the general quality of the work, especially in the elementary subjects. Thus the award of the merit grant will be the result of several factors of judgment. The quality as well as the number of the passes will necessarily rank as the most important of these factors; but inferences derived from them alone may be modified by taking into account the skill and spirit of the teaching, the neatness of the schoolroom and its appliances, the accuracy and trustworthiness of the registers, the fitness of the classification in regard to age and capacity, the behaviour of the children, especially their honesty under examination, and the interest they evince in their work. The Code also instructs you to make reasonable allowance for "special circumstances." A shifting, scattered, very poor or ignorant population; any circumstance which makes regular attendance exceptionally difficult; failure of health, or unforeseen changes among the teaching staff, will necessarily and rightly affect your judgment. It is needful, however, in all such cases, to have regard not only to the existence of special difficulties, but also to the degree of success with which those difficulties have been overcome.

Schools not Entitled to Merit Grant.

30. From bad or unsatisfactory schools it is manifest that the merit grant should be withheld altogether. The cases which you dealt with under Article 32*b* of the former Code, and in which a deduction of one or more tenths was made for "faults of instruction or discipline," or in which you have not recommended the grant for "discipline and organisation," would of course fall under this head. Other cases will

occur which are not serious enough to justify actual deduction; but in which you observe that there is a preponderance of indifferent passes, preventible disorder, dulness or irregularity; or that the teacher is satisfied with a low standard of duty. To schools of this class no merit grant should be awarded.

Fair Schools.

But a school of humble aims, which passes only a moderately successful examination, may be properly designated "Fair," if its work is conscientiously done, and is sound as far as it goes; and if the school is free from any conspicuous fault.

Good Schools.

31. Generally, a school may be expected to receive the mark "Good," when both the number and the quality of the passes are satisfactory; when the scholars pass well in such class subjects as are taken up; and when the organisation, discipline, tone, and general intelligence are such as to deserve commendation.

Excellent Schools.

32. It is the intention of their lordships that the mark "Excellent" should be reserved for cases of distinguished merit. A thoroughly good school in favourable conditions is characterised by cheerful and yet exact discipline, maintained without harshness and without noisy demonstration of authority. Its premises are cleanly and well-ordered; its time-table provides a proper variety of mental employment and of physical exercise; its organisation is such as to distribute the teaching power judiciously, and to secure for every scholar—whether he is likely to bring credit to the school by examination or not—a fair share of instruction and of attention. The teaching is animated and interesting, and yet thorough and accurate. The reading is fluent, careful and expressive, and the children are helped by questioning and explanation to follow the meaning of what they read. Arithmetic is so taught as to enable the scholars not only to obtain correct answers to sums, but also to understand the reason of the processes employed. If higher subjects are attempted, the lessons are not confined to memory work and to the learning of technical terms, but are designed to give a clear knowledge of facts, and to train the learner in the practice of thinking and observing. Besides fulfiling these conditions, which are all expressed or implied in the Code, such a school seeks by other means to be of service to the children who attend it. It provides for the upper classes a regular system of home-exercises, and arrangements for correcting them expeditiously and thoroughly. Where circumstances permit, it has also its lending library, its savings bank, and an orderly collection of simple objects and apparatus adapted to illustrate the school lessons, and formed in part by the co-operation of the scholars themselves. Above all, its teaching and discipline are such as to exert a right influence on the manners, the conduct, and the character of the children, to awaken in them a love of reading, and such an interest in their own mental improvement as may reasonably be expected to last beyond the period of school life.*

33. It is hardly to be expected that any one school will completely satisfy all these conditions, and it is impossible that in the course of a single visit of inspection your attention should be directed to so many particulars. But it will be well to keep all of them in view in forming your own standard of what the best schools should aim at; and my lords do not wish the mark "Excellent" to be given to any school which falls short of that standard in any important respects, or which is not, in some of them at least, entitled to special praise.

34. The responsibility of recommending the merit grant will in every case rest upon the inspector, and should not be delegated to an assistant. My lords do not require that you should state in fuller detail than you think desirable in your report on a school your reason for designating it as "Fair," "Good," or "Excellent;" but in all cases in which you recommend that the grant should be withheld, the grounds on which you do so should be briefly stated for the information and guidance of the managers.

*Your attention may be usefully recalled to the following extract from the Code of 1881:—

"The inspector will bear in mind, in reporting on the organisation and discipline, the results of any visits without notice made in the course of the school year; and will not interfere with any method of organisation adopted in a training college under inspection if it is satisfactorily carried out in the school. To meet the requirements respecting discipline, the managers and teachers will be expected to satisfy the inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act."

(To be concluded in our next).

EDUCATIONAL NEWS.

THE UNION ATTENDANCE COMMITTEES.

In our first announcement of the publication of the appendix to the Blue Book of the Education Office, containing the reports of H.M. Inspectors, we briefly referred to the fact that those Inspectors, generally, whose field of labour has been cast in the rural districts have passed an unfavourable judgment on the Union School Attendance Committee as an institution. The impression created by the passages bearing on this subject is deepened as the reports are more carefully read. The Inspectors do not confine themselves to the record of the results as they find them of the work of this form of the educational local authority. They pass judgment on the constitution of the committees as inherently unfavourable to the progress and success of our new system of national elementary education. Mr. Barrington-Ward, reporting on the Bromsgrove district, says without qualification that "these committees fail to produce the results expected of them," and adds:—

"The ordinary elected Guardian in country places hates schooling. He has but a limited education himself, and he thinks that boys are much better employed in weeding or in minding a team of horses, than in learning the book-lore for which he has such a contempt. Is this the right sort of man to act on a School Attendance Committee?"

The outcome is most unsatisfactory. Mr. Barrington-Ward declares that the bye-laws become a dead letter, and that as regards the powers of the School Attendance Committees which have come under his official notice, "the half-hearted measures that have been reluctantly taken have done more harm than good." And this is how he rounds off his impressions on the point:—

"It is not for me to suggest a better mode of bringing the rural children of England into the full enjoyment of the educational advantages so plentifully provided for them; but I hope that the wisdom of Parliament will ere long contrive a more effective *modus operandi* than the present cumbrous and inoperative system admits of. The universal formation of School Boards would be the most rough and ready system to introduce, but the expediency of such a measure is an open question, and I refrain from expressing an opinion upon it save this one; if we are to have School Boards universally, let the unit of area be something larger than the civil parish when the parish is small."

This Inspector's views coincide with those which we have always expressed as to the character of men who should be chosen to carry out the Education Acts. Indirect election is entirely unsuitable in the formation of a body whose business is to look after education. The candidate for a seat at the Board of Guardians is a man of an altogether different stamp from the man whose interest in the children and the schools tempts him to come forward and offer himself for election as a member of a School Board. We are glad to note that Mr. Barrington-Ward sees some fault, too, in the Union area. In his qualified suggestion of universal School Boards, while he very properly deprecates the formation of very small parishes into separate School Board districts, he does not ask for Union School Boards, but only for the uniting of two or more parishes for School Board purposes when the parishes are small. We think there is no graver mistake in connection with the suggested extension of the School Board system than the proposal, which comes to us from some quarters, for School Boards on the Union area in rural districts. Such a scheme would be certain to perpetuate many of the defects of the Union Attendance Committee system.

Turning next to the report of Mr. C. H. B. Elliott, of the Lincoln district, we find him quoting a letter from a member of a Union Attendance Committee thus:—

"The Government could not have placed the execution of the Education Acts in the hands of a more unwilling body of men than the Guardians of the Poor. Few of them know or care anything about the education of the labourers' children. . . . If the administration of the Education Acts could be entirely separated from the Boards of Guardians, there would be more hope of efficient results."

These remarks and those previously quoted are in exact correspondence with the arguments which we advanced against this feature of Lord Sandon's Act while it was under the consideration of Parliament. They meet with the approval of the Inspector who incorporates the above passage in his report. He believes that a mere committee "composed exclusively of school managers" would be an improvement upon the Attendance Committee elected by and from the Guardians. That is, indeed, the principle. What is wanted is men with a feeling for education. But there is no need to confine the work to school managers if the election is to be direct. As a general rule the educationist will offer himself as a candidate, and with a fair field the best men will be chosen.

The Rev. H. Smith, reporting on the King's Lynn district, states that "the Attendance Committees appointed by the Guardians in their several Unions cannot be said to have buckled to their work very cheerfully, or to have accomplished any very satisfactory results. They are composed for the most part of farmers, who, as a class, have no great love for education in the abstract, and whose interests are often supposed to clash with a strict enforcement of the school bye-laws." And he goes on to mention the Unions one by one, pointing out how little they have done. Reporting especially of the committee of the Freebridge Lynn Union, he says that six meetings out of twelve failed for want of a quorum, while the Walsingham Committee paid no attention, for months together, to the reports of absentees sent from the schools. At the same time this Inspector speaks unfavourably of the work of the School Boards in small villages. The small parishes appear to want grouping in many cases; and though the farmers of North Norfolk may not be a very favourable body of men out of which to select members of School Boards, we have no doubt that the ratepayers of three or four small adjoining parishes combined would find five or seven men among the farmers and others to form a School Board interested in the work of education. It may be added by the way that Mr. Smith reports two Boards of Guardians in his district—those of Wisbech and Walsingham—who absolutely refuse to pay fees under Section 10 of Lord Sandon's Act, in the face of an unquestionable necessity for such payment. The Inspector calls attention to the "disastrous effects" of this refusal on the part of the Norfolk Guardians to obey a clear and imperative injunction of the law.

Then we have the report of Mr. E. W. Colt-Williams, of the Radnor and Hereford district, who says:—

"Attendance Committees undoubtedly have a delicate task to perform, and one which is to the most of them distasteful. Composed as they mainly are of farmers, if they do not openly countenance, they have a certain sympathy for, the employment of boys in agricultural and girls in domestic work, Acts of Parliament, bye-laws, and compulsory powers notwithstanding. They think, and many others are of the same opinion, that boys are more usefully employed in learning to plough and mind sheep, and girls in helping their mothers and scrubbing floors, than in acquiring a knowledge of parts of speech which they do not use, and portions of the globe which they are never likely to visit. In addition to this, the attendance business generally comes at the end of a tiring sitting devoted to the working of the poor laws, when the members are more inclined to get off home than to apply themselves to the minutiæ of their officers' reports on attendance."

This is the verdict of the inspectors after five years' trial of the Union School Attendance Committee. The judgment may be said to be unmixed. There are, of course, instances, in the reports, of good work done by Union Attendance Committees; but nowhere do we find judgment pronounced in favour of the committee as an institution. Lord Sandon's Bill was introduced at a time of some reaction, and when more advanced educationists were calling for the extension and completion of the School Board system. It was an attempt to stop the progress of that system, and though it has not done much it has held its ground for some six years. It is becoming evident that it cannot stand against any attempt on the part of the Government and Parliament to take a real step in advance in national education. Mr. Mundella did much for the cause with his Bill of 1880, covering the country with bye-laws; but it is well understood that he will be ready with a larger measure of progress as soon as the opportunity presents itself. That measure, when it appears, can hardly fail to take account of the general failure of the Union Attendance Committee.—*School Board Chronicle.*

The National Schoolmaster.

SUMMARY.

AT the meeting of the London School Board, on Thursday, Oct. 19th, the Education Endowments Committee recommended that a fixed salary of £100 a year, independently of his scale salary, be paid to the clerk for his services, which involved considerable labour outside the office hours of the Board. The present time being so near the triennial election, considerations of economy are uppermost in the minds of the members, so we are not surprised to find Mr. Lyulph Stanley, M.P., moving a successful amendment that the clerk referred to be paid a special remuneration for past services rendered to the Education Endowment Committee. The Board had next brought before them a scheme of the School Management Committee for the promotion of higher elementary education in the metropolis. It was felt, however, by a considerable number of the members that a scheme of such magnitude, involving such an important initiative, should be deferred until after the November elections. When the question was put to the vote, it was found that there were 16 members for the motion, and 16 against it. The chairman gave his casting vote against the motion, which was therefore lost. The important question of the higher education of children in London is therefore relegated to the new Board.

Public opinion in the present day is very sensitive on the subject of corporal punishment, and those candidates in School Board Elections, who with slender qualifications in other respects are anxious to poll a majority of votes, generally go to the electors prepared to vote for the abolition of corporal punishment. In our view, considering the state of the public mind on the matter, a fairly satisfactory compromise has been arrived at by the London Board that corporal punishment should be inflicted by the head master only, and each case entered into a book appointed for the purpose. It was with doubtful wisdom, as we thought

at the time, that the National Union of Elementary Teachers tried to upset this compromise, and now it seems almost certain that an attempt will be made in the coming elections to agitate this question to the disadvantage of sensible and moderate candidates. The following extract from the *Weekly Register*, a Roman Catholic organ, shows the view which is taken of the matter among a class of thinkers, as different as possible from those by whom this matter is usually brought into prominence.

"Another suspicious death of a child after corporal punishment in a Board school. Charlotte Hill, aged nine, scholar of the Woolmore-street Board school, Poplar, was struck several times on the head and ear by a pupil teacher who had been placed in charge of her class. This happened on September 13th, and on the 15th the little girl died. It was proved before the coroner that the child suffered from an abscess in the internal ear, and it was deposed by the surgeon who made the *post-mortem* examination that death might have been accelerated by the blow on the ear, but was not brought about by the blow. So the pupil teacher escaped the danger of the law. But the School Board for London must be required to put a stop to these cases, which are of frequent occurrence. The mischief comes from young persons, called pupil teachers, being employed on duties for which they are not qualified, and from the objectionable practice of striking, under the influence of temper, young and delicate children. Even in Catholic schools we fear that sometimes punishment is thus inflicted, not without injurious effects."

The Westminster Liberal Union, in view of the forthcoming triennial election of the London School Board, have passed a resolution "that no candidate be acceptable at the coming School Board elections who will not undertake to use every effort to secure an apportionment of the funds of the City Parochial Charities and of the Livery Companies of London in relief of the education rate of London, or in extension of free education, of higher education, of technical education, or of other objects of public utility; and to support the demand for the restitution of Christ's Hospital, St. Paul's Charterhouse, and other such foundations to their original objects; and will support a demand to litigate the question if requisite; and by all means claim for Londoners their rights in these great foundations." The *School Board Chronicle* in commenting on this resolution, expresses the opinion that "an enemy hath done this." It stigmatizes it as "a positively vicious and almost burglarious proposal," and a few lines further down speaks of it as a scheme "the most dishonest as well as the most absurd that has ever been advanced in education politics."

The foe must have got behind the innocent moving spirits of the Liberal Union and prompted them to throw this apple of discord in the ranks of the School Board party. It is a matter for regret that Mr. James Beal should have allowed his name to go forth without protest in connection with the adoption of this sinister resolution. We are, of course, entirely in favour of any honest movement for bringing the benefits of the old educational endowments within the reach of the whole population, in furtherance of the great work of national education, and so, no doubt, are most or all of the earnest and devoted promoters of the School Board system; but what has that to do with the elaborate and clumsy set of propositions involved in the Westminster resolution? For what reason, above all, is it that a School Board candidate should pledge himself, conditionally or otherwise, to the positively vicious and almost burglarious proposal to devote "the funds of the City parochial charities and of the

Livery Companies of London *in relief of the education rate of London.*" We have had occasion to call attention more than once before to this wonderful claim to appropriate the money of the old endowments to the relief of the education rate, and we have never missed an opportunity of denouncing the scheme as the most dishonest as well as the most absurd that has ever been advanced in education politics. Education endowments have been put to very improper uses from time to time, and many remarkable propositions have been made from time to time as to what ought to be done with the funds, but we have no hesitation in saying that never have the funds been put to a use more improper than would be that of handing them over to the payers of the education rate. But the whole question involved in this long resolution is one apart from the business of the School Board, and much more suitable for independent agitation; and though there is no reason why the School Board should not take an interest in the matter, and make investigations, and urge their views upon the Legislature, it is a question which ought never to be introduced as a test article at a School Board election, and we are quite certain that it cannot be introduced without mischief to the true interests of the School Board.

The following circular to H.M. Inspectors has recently been issued, concerning the examination of evening schools in the coming spring:—

Education Department, 3rd October, 1882.

Sir,—I am directed to request your attention to the following minute:—

CODES OF 1881 AND 1882.

EVENING SCHOOLS—SESSION 1882-3.

(1) In case of all evening schools unconnected with day schools (Article 22, Code of 1882) the examination and grant must be under Article 113.

(2) All evening schools connected with day schools, the years of which end before or on 31st March, 1883, inclusive, must be examined and paid under Code of 1881, Articles 106-112.

(3) All evening schools connected with day schools, the years of which end on or after 30th April, 1883, must be examined and paid under Code of 1882. Article 113.—I am, sir, your obedient servant, F. R. SANDFORD.

Mr. Matthew Arnold has earned for himself a fairly durable position in the republic of letters as the Apostle of "sweetness and light," and he has been lately informing the Liverpool people that they die off at an early age for want of nervous excitement, and that the great national defect at the present time is the want of "lucidity." Whatever Mr. Arnold has to say he always says it in an interesting manner, so we cut from an educational contemporary the paragraph containing a summary of his remarks:—

The Earl of Derby presided, on September 30th, at the opening of the autumn session of Liverpool University College, and distributed the prizes to students in the medical school. The chairman introduced Mr. Matthew Arnold as one who had left his mark on the intellectual life of the country. If such a thing existed as a really original thinker, Mr. Arnold had a claim to that title, and to the merits of original thought he had added the equally rare qualification of a style so artistic as to seem absolutely without art. Mr. Arnold delivered a lengthy address on the subject of secondary and higher education, with special reference to work done in Liverpool. Referring to the public wants which the new college would in some degree meet, Mr. Arnold said that in 1813 Lord Jeffrey wrote that a Liverpool physician had told him of the Liverpool people that few of the richer sort lived till fifty, but died of a sort of atrophy—that they ate too much, took too little exercise, and, above all, had no nervous excitement. He thought that with this want of "nervous excitement" Lord Jeffrey had touched what was the really weak point in the health of these great business

places of the North. Perfect health could not be obtained without nervous excitement. This new college would go far to supply any deficiency in this respect in the best and healthiest form of nervous excitement, and would gradually affect and transform the amusements and pleasures and society aspects of Liverpool. But there was another important attribute which it might be expected to supply; and, if he might sum that up in one word, it was lucidity. Doctors were the natural friends of lucidity, for it was the most valuable quality that a doctor could have. If he had to fix upon the great want at this moment of the three principal nations of Europe, he should say that the great want of the French was morality; that the great want of the Germans was civil courage; and our own great want of lucidity. There was the negative, which was essentially Voltaire's, and also the positive lucidity, of which he hoped this college would be an exponent. Coming to our own want of lucidity, he asked them to consider that movement of which they were hearing so much just now—the Salvation Army and its operations. 'They saw energy, devotedness, excitement, conversions, but a total absence of lucidity. One tittle of lucidity would make the whole movement impossible. Let them take a very different movement. They had all before their minds lately the long, arduous, devoted, influential, and pure life of Dr. Pusey, who had just died, and they had also, some of them, been reading Mr. Mozley's account of that great movement which took from Dr. Pusey its earlier name; its latter stage, Ritualism, they had seen. It was a movement full of interest. It had in its ranks men to be respected, admired, and loved, men of learning, men of genius, men of goodness and of charm, and yet could they resist the proof that lucidity would have been fatal to it? He looked to one result of the increasing mental activity of the time—the operation in our minds of that indispensable agent in our intellectual progress, the spirit of lucidity.

The Report of the Commission appointed by Lord Beaconsfield's Government in 1879 to inquire into the depressed condition of Agriculture has just issued its final report, in which occurs the following very sensible paragraph on the subject of education:—

There is a very general complaint among farmers that the present system of education operates prejudicially to the interests of agriculture. Boys, it is said, are kept at school at an age at which they might be usefully employed upon the farm and be thus acquiring habits and tastes which would fit them for farm service. As it is, the standard of education is so fixed that not only are the first years of industrial training lost before a boy can attain it; but, when he does attain it, he acquires with it a desire for what he regards as more suitable occupation; so that the class which was formerly trained into farm service, is now gradually absorbed into other industries. Farmers very naturally complain of this, as, in districts where there are school boards, they have to pay for education which not only deprives them, for the present of the labour of the boys, and obliges them to pay men's wages for boys' work, but tends to drain from the land the sources of future labour.

On Saturday, October 21st, the annual meeting of the Metropolitan Board Teachers' Association was held at the Skinner Street Schools, Bishopsgate. The chairman made some strong remarks on the action of the School Board with regard to corporal punishment, and stated, that in spite of the protests of teachers, "the School Board had this year issued a circular stating that they had in view the total abolition of corporal punishment." The following paragraph contains a summary of the proceedings of the meeting.

The annual meeting of the Metropolitan Board Teachers' Association was held at the Skinner Street Schools, Bishopsgate, on Saturday, October 21st. Mr. W. J. Pope, who presided, stated that the present worrying and sentimental state of things caused great dissatisfaction among teachers. Year by year the Association, which represented all the Board teachers in London, had requested the London School

Board not unnecessarily to interfere with the discipline of their schools, and the National Union of Government Teachers, representing all the 35,000 certificated teachers in the country, had also asked that the teachers should not be interfered with in the details of their work. But in spite of that consensus of opinion, the School Board had this year issued a circular stating that they had in view the total abolition of corporal punishment. If the teachers had their way crime among juveniles would decrease; but they had literally been afraid to use their discretion as trainers Resolutions embodying these views were unanimously adopted, and copies were ordered to be sent respectively to the Education Department and the School Board of London.

Mr. Mundella addressed his constituents at Sheffield on Saturday, October 21st. He did not say much in his speech on the subject of education. He almost boasted that "his last three educational budgets were £1,350,000 more than the three budgets of his predecessor," and went on to say that he believed "money had never been so well laid out." We cut from the *Standard* that part of the right hon. gentleman's speech, in which education is referred to.

He admitted that as regards the expenditure he was one of the greatest sinners, but he was prepared to stand all the consequences. The Education Department was doing its duty to the country (cheers). They were bringing children at the rate of 500 a day additional into the schools, and they were giving them a better education every year. The result was that the expenditure was yearly increasing. His last three Educational Budgets were £1,350,000 more than the three Budgets of his predecessor; but he was prepared to justify it before any constituency or any audience in the country. He believed money had never been so well laid out.

Mr. Justice Fry, in distributing prizes awarded for religious know ledge at Clevedon in Somersetshire, made some sensible remarks on the importance of getting rid of "half-knowledge," and having the courage frankly to say "I do not know this, or that." We cut out the paragraph containing his lordship's address.

On Saturday afternoon Mr. Justice Fry attended at Clevedon, in Somersetshire, the distribution of prizes awarded for religious knowledge by the Chew Decanal School Union, and delivered an address on education and morals. His lordship urged upon teachers that in the training of youth they should set them an example of the highest and most exalted morality; for, unless moral training kept pace with the intellectual training, we might get rid of the highwayman and the poacher, but we should not rid ourselves of the fraudulent man and the speculator. He felt that the great extent to which competitive examinations were now carried in this country tended to promote a want of honesty, by inducing people to assume a knowledge which they did not possess. They should strive to get rid of half-knowledge; and he felt there was nothing more important than that a man or a woman should frankly say, "I do not know this, or that."

The Home Secretary has discovered an ingenious method of getting rid of the obstruction which some of the London police magistrates seem determined to place in the way of the compulsory clauses of the Education Act. Our readers will see from the subjoined letter that the London Board have been allowed to bring on their cases for hearing before another magistrate in another division of the city, notwithstanding the increased inconvenience, as we cannot but suppose, to persons summoned.

PROSECUTIONS AT HAMMERSMITH POLICE COURT.

The following letter was received :— "Whitehall, 10th October, 1882.

"Sir,—With reference to the representations that have been made by the London School Board concerning the difficulty of getting cases heard at the Hammersmith Police Court, I am directed by the Secretary of State to acquaint you that he has been pleased, on the recommendation of Sir James Ingham, to grant to the Board the option to apply for summonses at the Westminster Police Court, the magistrates having expressed their willingness to undertake such business as that body may bring before them. –I am, etc., GODFREY LUSHINGTON."

The letter was ordered to be acknowledged with thanks, and was referred to the Bye-laws Committee.

The *School Board Chronicle* in its issue of October 21st refers to some gossip about the re-arrangement of ministerial offices, that Lord Spencer will resign his post as Lord President of the Council to be succeeded by either Lord Derby or Mr. Forster. We cannot tell what our contemporary means by remarking that "We may still regard the appointment to the Vice-Presidency as an open question," considering that Mr. Mundella has given no hint about resigning.

Mr. Mundella, Vice-President of the Council, arrived from the Continent last Saturday, and has been engaged in matters of importance at the Council Office. The vacation is practically over, and we may be regarded as having entered upon a year in which possibly important things may be accomplished in connection with the progress of the work of national education. It seems to be definitely understood that Earl Spencer will presently resign his position as Lord President of the Council on accepting the Viceroyalty of Ireland. Two names have been mentioned this week in the speculation as to Lord Spencer's successor—those of Mr. Forster and Lord Derby. There seems to be little or no foundation for making this use of the name of the right honourable gentleman the late Chief Secretary for Ireland. A somewhat wider credence has been given to the suggestion of Lord Derby's name as the new member of the Cabinet by virtue of the Lord Presidency, but we may still regard the appointment to the Vice-Presidency as an open question.

Lord Aberdare, Sir John Lubbock, and Mr. Samuel Morley, three Liberals of a fairly pronounced type, have issued a letter stating that they have decided to form an organisation for interfering in the coming elections for the London School Board. Although these three party men are much afraid that London may go wrong educationally, if left to its own devices, yet they have the courage to declare that "they utterly disclaim all advocacy of party objects, whether political or religious." This reminds us of the expression of Hamlet's mother in the play, "The lady protests too much, methinks." Three pronounced politicians cannot interfere in an election contest without having a more or less political object. Their object, doubtless, is a laudable one, to see that education is not starved out by a mean, penny-wise, pound-foolish policy, but even in that case, the question is a question of policy, and the candidates against whom they strive will, we dare say, mostly belong to that political party, opposite to their own, who do not share to the full their enthusiastic belief in the efficacy of education as a quack nostrum, which, if only vigorously enough applied, will cure all social and moral evils. We give below the letter with the accompanying circular :—

Sir,—I have been asked to appeal to you for aid in an effort about to be made to direct public attention to the approaching election of the members of the London School Board, being the fifth since the creation of that body. With this object it is proposed to form a School Board Election Committee, and to issue the accompanying circular, the purpose of which is to secure the election of fitting representatives. This can only be done by exciting the interest of the electors in the great work which is being done, and by enlightening them on the important questions still remaining for decision. The Board is already charged with the training of 300,000 children, and this number is constantly increasing. The difficulties to be contended against and overcome, and the conviction that the work already accomplished, however creditable, is still in many respects imperfect, have necessarily inspired many conflicting suggestions and schemes, and the choice of the best among these and the settlement of the disputed questions upon the soundest basis, will task the wisdom of the best heads among us. London has hitherto been fortunate in securing the services of several distinguished and many able members. In order to maintain the Board at its present level, and still more to improve its character, it is felt that an active and earnest interest in the great issues at stake must be aroused among the constituency, a large portion of which has hitherto stood aside, and shown a lamentable indifference to the duties imposed upon it by the Education Act of 1870. The committee earnestly desire to attract candidates equal to the work, and at the same time to awaken the constituencies to the duty of making a wise choice among such candidates. They utterly disclaim all advocacy of party objects, whether political or religious. While they believe that the board will gain by any light thrown upon their proceedings, they wish it to be distinctly understood that they are not acting so much in its interests or for its defence as with the one desire of enlisting in the service of education its best and ablest friends. In order to circulate the necessary information some organization will be necessary and some expenditure incurred. A few hundred pounds will suffice, and the committee confidently appeal to the public for this sum, and to you, Sir, for your sympathy and support in their undertaking.—I am, Sir, your obedient servant,

ABERDARE.

Oct. 13, 1882.

School Board Election Committee.

As the fifth election of the School Board for London will take place in November next, it is proposed to form an influential and representative committee under the above name, similar to that established in 1876. The object of the committee will be, not to advance the interests of any party or section, or to promote the candidature of individuals, but to enlighten the ratepayers as to questions which they will have to decide by the diffusion of correct information on the principal matters that come before the School Board, and thereby to promote the success of all candidates of educational experience and ability who are in sympathy with the general principles upon which the work of the Board has been conducted. It is earnestly hoped that the interest hitherto felt in School Board questions by the more intelligent and educated class of the ratepayers will continue unimpaired, as any falling off on their part will naturally lead to a deterioration in the character and influence of the Board itself, the results of which must be detrimental alike to the educational interests of the children of London, and to the careful and upright administration of the large funds contributed by the ratepayers for their benefit. Should you approve of the above object, we shall be glad if you will attend a preliminary meeting of the committee on Monday, Oct. 23rd, at 4 o'clock, at the Memorial Hall, Farringdon-street, or allow us to add your name to the committee if you are unable to be present.

ABERDARE.
JOHN LUBBOCK.
SAMUEL MORLEY.

The latest announcement about the London School Board election is that Sir Edmund Hay Currie, who was for some years Vice-Chairman of the Board under Sir Charles Reed, will offer himself as a candidate. The *School Board Chronicle* remarks that he would no doubt have been Chairman of the Board if he had not retired from the work six years ago.

Mrs. Surr has given notice of her retirement, and has indulged in somewhat gloomy misgivings as to the future career of the Board in a letter to the *Daily News*. The *School Board Chronicle* makes the following comments on the letter, and also on Mrs. Surr's position as a member of the fast expiring Board.

A curious issue, which the general public will find it difficult to understand, has been raised by Mrs. Surr in a letter addressed to the *Daily News*, in which she explains that the state of her health is not such as to justify her in offering herself as a candidate for the next three years. Mrs. Surr has been in many respects an excellent and useful member of the Board for the last six years. She is keenly devoted to the interest and welfare of the children; and, notwithstanding the position that she claims as an independent member, she has always been justly recognised as an earnest member of what is often called the School Board party. But she has had differences with what Mrs. Fenwick Miller has described as "the official ring;" and on certain questions, wherein she has been largely in the right, she has found herself only one of a comparatively small section fighting against the majority. But in her letter Mrs. Surr takes an exaggerated view of the seriousness of the difficulties which she has encountered in endeavouring to carry out certain objects which have especially engaged her attention. Her position resembles that of a member of the Liberal party sitting below the gangway in the House of Commons when there is a Liberal Administration. Her business in that position is to persevere in her endeavours to get her articles of educational faith accepted by the Ministerialists, and to be as patient as she can while she is looking forward to success. We wish she could find herself able to go on with the battle, for we believe nothing is better calculated to keep the Ministerial party up to the right progressive level than to have an advanced section on their own side of the House keenly watching and constantly spurring them on. But Mrs. Surr has made a mistake in casting forth this firebrand into the midst of the election contest. This excellent lady, and some other of the lady members of the Board, have shown much lack of appreciation of the true elements and conditions of warfare in public life. They were not members of the Board from 1873 to 1876, or they would have learned what it is to encounter the *real* enemy—the great and still vital party which is hostile to national education, and which shows itself in its real colours only when it ceases to be a hopeless minority. Mrs. Surr has not had enough regard to the fact that, in relation to all her feelings and instincts as an educationist, it must be infinitely better that the official ring should prevail than that the real enemy—which put on so bold a front from 1873 to 1876—should come to the fore. Her letter is calculated to do great injury to the cause in the forthcoming election, and it is greatly to be desired that she should take some step to remove the impression which her manifesto is likely to create. Because the official majority have not been prepared to accept every proposition which she thinks ought to be adopted, it does not follow that the constituencies should be prompted to remove the administration and to give their places to the party of educational reaction.

THE CHAIRMAN OF THE LONDON BOARD ON ITS THREE YEARS' WORK.

THE first meeting of the London School Board, after the autumn recess, was held on Thursday, October 12th, when the chairman, Mr. E. N. Buxton, gave an address on the work of the Board during the last three years. He remarked that "while the number of schools that have been built, together with those we found in existence, would more than suffice for the children of London as it was in 1870, London in 1882 has increased to such an extent that we still find ourselves in arrear." He quotes the testimony of Mr. Baily, one of

Her Majesty's Inspectors, to the great benefit conferred upon the East end of London by the board schools. That gentleman says in his report to the Education Department: "I must now conclude, but can hardly do so without testifying to the immeasurable benefit which the School Board has conferred upon the East of London. Clergymen have told me that they hardly know their own parishes, so great has been the change for the better." Among the obstacles to success, Mr. Buxton mentions that out of 733,000 children of school age, the Board has only succeeded in getting 526,000 on the school roll, "and that these last are absent, on on average, once in every five times that the school is open." He also alludes to "the pronounced and public opposition of a few of the magistrates." Under the heading of "Public opinion on Compulsion," he quotes an extract from the *Times* on "the composure with which working men witness the infliction of penalties on members of their order who attempt to train up their children in ignorance." He remarks that the average fee payable in board schools averages 2·2d. per week, and that the gross amount collected last year was about £100,000. In another paragraph, he states that the sacrifice of this sum would increase the Education rate by 1d. in the pound. He gives, in the form of a table, the comparison between the attainments of the London Board scholars in the "3 R's," and those of children in all other parts of the kingdom.

THE THREE "R"S.

Reading, writing, and arithmetic occupy the greater part of the time of our scholars and their teachers. We may fairly pride ourselves on our supremacy over the rest of the country in the success with which these three fundamental subjects are taught in our schools. The proportional number of children who pass is as follows:—

	In all Schools of England and Wales— Year ended August 31st, 1881.	In London Board Schools— Half-year ended March 24th, 1881.
Reading	88·99	90·7
Writing	80·78	87·3
Arithmetic	75·69	84·8

Mr. Buxton points out that the 103 scholarships which the board has had placed at its disposal is an infinitesimal number compared with the population of London. "It is sometimes said," he remarks, "that it is impolitic to take these children, and raise them above their station, but it must be remembered that they are selected as the most intelligent to be found among the large number in the London schools, and that these scholarships are not given merely as rewards for good conduct, but because it is to the advantage of the state which cannot afford to lose the services of the brightest minds. It would be nothing less than national waste to restrain such children from the full exercise of their powers." Speaking on the subject of religious knowledge the chairman

remarked that this year practically all the children in attendance were examined. He then, under the heading of "teachers," remarks that the board has in its employment 837 head teachers, 2,821 assistant teachers, 1,078 pupil teachers, and 468 candidates. The average salary of head teacher is £202 2s. 9d.; that of assistants, £102 15s. 4d., which figures, he says, are undoubtedly higher than the average elsewhere. The teachers at present are paid partly by fixed salary and partly by results, but "a proposal of the School Management Committee which recommends that we should pay our teachers by fixed salary paid monthly is about to be presented to the Board, and I trust will be received with general assent." After a paragraph on training colleges, which does not deal with the difficulties which stand in the way of an extension of that system in the interest of the school boards, the chairman goes on to say that the Board cannot undertake to give adequate personal supervision to all their 310 schools. This they attempt to supply by their seven inspectors, and by the bodies of local managers, each of which has under its charge a group of schools. He acknowledges, in reference to the vexed question as to the power to be exercised by these managers, that "it is well to throw as much responsibility as we safely can on those who have the requisite local knowledge." A line or two down, however, he threatens the managers with the loss of one of their most considerable functions, "the initial appointment of head teachers." After a few more paragraphs on the education of the blind and deaf, industrial schools, especially St. Paul's Industrial School, the chairman touches on the important subject of the expenditure of the Board, which is fast approaching a million pounds per annum. He cannot hold out the expectation that the rate for the ensuing year will remain below sixpence in the pound. He gives a curious analysis of the rate, which we think may be of interest to our readers.

ANALYSIS OF THE RATE.

The rate for the present year may be thus divided:

School Maintenance	3·67d.
Additions and Alterations	·18d.
Enforcement of Compulsion	·28d.
Industrial Schools	·32d.
Office Expenses	·19d.
Interest and Repayment of Loans	1·98d.
Legal expenses, stamps, &c.	·02d.
	6·62d.
Credit by surplus	·69d.
	5·93d.

As it is a matter of absolute cruelty not to pay attention to the speaker during the short time he is engaged in giving the peroration of his address, we feel sure our readers will have the patience to read the

following paragraph which contains the closing sentences of Mr. Buxton's address.

This Board will, in a few weeks, resign its functions, and a new Board will be elected. Hitherto the ratepayers have, at successive elections, and by increasing majorities, ratified the general policy of the Board. On the present occasion, also, I have no fear that they will reverse their former verdict. But in criticism there is safety, and there will always be many who desire to retard the work of the Board rather than press it forward. The advice of those who, without knowledge or experience, and without informing themselves on the merits of the questions they discuss, carp at all expenditure, however clearly necessary, will never have weight in our councils. On the other hand, criticism, however vigorous it may be, which is offered with fairness and ability, is always welcomed here. In conclusion, let me urge upon those of my colleagues who, by hard work in committees and in their divisions, have gained an experience difficult to replace, to pause before abandoning the task. The work in which we are engaged is a noble one, fraught with great consequences, for every year we send out into the world 40,000 children, for good or for evil, and the tedium of long debates, or even the irresponsible attacks from outside, which sometimes take the place of honest criticism, are a small price to pay for the privilege of sharing in it.

THE SCHOOL BOARD CLERKS' CONFERENCE.

THE School Board Clerks' Conference was held this year at Leicester, on Thursday, Friday, and Saturday, September 28, 29, and 30, and its report occupies 38 columns of the *School Board Chronicle*, the specially favoured organ that alone is admitted to report its proceedings. We almost despair of being able, in the small amount of space at our command, to give our readers any adequate notion of what was said and done at this conference of the School Board Clerks. The president for the year was Mr. Alfred Goddard, clerk to the Newcastle-on-Tyne Board, and in his opening address he referred with especial approval to the "Merit Clause" of the New Code. He described it as "the first distinct recognition in English educational codes that the full value of a school's work is not accurately measured by the results of individual examination, as tabulated in a schedule." He trusted this clause might do much "to allay that feverish anxiety for high percentages which has degenerated into a sort of fetish worship, and to which many of the higher aims of education have been sacrificed." Mr. W. Kennedy, of Glasgow, read a paper on "Our Standard Failures," which gives the results of an examination, on the writer's part, of the tables in the recently-issued Blue Book, giving the failures in the Standard examination. He insisted that "Boards and teachers are, in the first instance, responsible for every failure, and are bound to prove that the responsibility should be transferred to other shoulders." He also insisted that it is for badly-educated people "that we have to build and maintain truant schools, industrial schools, reformatories, and prisons," a statement which is often made, but which has not yet been

satisfactorily proven. With greater force he remarked that "our modern education has created such a host of officials, that we are apt to forget that the one indispensable official is the teacher." He insisted on the necessity of employing trained teachers, and not giving a teacher more scholars than he or she can satisfactorily manage. It was mentioned in the discussion that followed, that the irregular attendance of children at an early age, the capricious migration of children from school to school, the waste of teaching power in small schools existing almost side by side, in which all the Standards had to be taught, and indifferent teaching accounted for the large proportion of the failures in the Standard subjects. Mr. Ruspini, in his paper on "Scholarships in connection with Public Elementary Schools," remarked that it was a mistake to help a child to attend a higher elementary school, simply out of sympathy with his poverty; "if he had not the faculty of winning by his talents the prize of free admission to the higher school, he had better not be encouraged to continue his education beyond the point he is capable of reaching." Mr. Hance, of Liverpool, said it was important to add funds in aid of maintenance to the amount of the scholarships. Mr. Cartwell (Carlisle), regretted that the honour certificates had been done away with. Mr. William Pacher, of Nottingham, in his paper on "Evening Schools under the New Code of 1882," described as "the most striking feature of the night school of the past, the evidence afforded of the startling rapidity with which the considerable knowledge gained at the day school passed away, seeming to have faded almost as completely as a shadow from the wall—many evening scholars having astonished their teachers by their wonderful capacity of forgetfulness." Mr. Blakiston (H.M. Inspector) said it was the desire of the Department that evening schools should be conducted mainly by outside help. The statement made by Mr. O'Donoghue, as to the state of night schools under the Hull Board, is so peculiar that we quote the summary from the report.

Mr. O'Donoghue (Hull) said the teacher difficulty was a real one. In Hull they forbade their teachers to undertake any other employment of any sort. They had given up evening schools. The experiment they had made had not been encouraging. The proceedings were of a riotous character; the evening schools were in a state of siege, and the police had to be on the spot. He went down one night and got hold of one of the young rascals who was creating a disturbance, and on asking him "Why do you come to these schools?" the boy answered that it was cheaper than the music-halls, which charged 3d. a night, and they could get their fun at the evening schools for 3d. a week! (Laughter.)

In the evening, the clerks were entertained at dinner by the Vice-Chairman of the Leicester Board, and their dinner was cooked by 32 pupil cooks in the cookery classes. "There was not the slightest approach to a failure throughout the dinner." On Friday morning, Mr. Hance, of Liverpool, read a paper on "Reformatory and Industrial

Schools," which he said had their origin in the year 1788. The paper contained an interesting and useful sketch of the history of those institutions. He stated that "the effect of recent legislation has been to completely break up the training schools of crime which previously existed, so that the juvenile crime of the present day is of a much more spontaneous, and much less deliberate character, than was formerly the case." He referred to the danger of the association of boys that had been formerly engaged in crime, and quoted the testimony of Mr. E. Cartnel Tufnell on this subject, "when a number of youths nursed in crime meet together, without superior guidance, they begin to talk of their former lives and crimes; this quickly leads to their boasting of their daring exploits and narrow escapes, and thus by an easy transition they are led to imitate what they hear held up to praise and admiration." Mr. Moss, of Sheffield, said that some parents in the most cold-blooded manner qualified their children for admission into industrial schools in order to get rid of them. Mr. Moss also read a paper on "Higher Board Schools and Technical Teaching," in which he admitted that such schools, with the ninepenny fee and the government grant would not pay their expenses, although there would be "a big balance of gain from a national point of view." The Rev. James Went, head master of an endowed school at Leicester, expressed the opinion that School Boards should let secondary education alone, an opinion which was shared in by another of the speakers.

Mr. George Ricks, an inspector under the London School Board, then read a paper on "The Centre System of Instructing Pupil-teachers," in which he remarked on the difficulty of instructing together all the pupil-teachers of the same year, owing to their beginning their engagements at different months. For instance, one pupil-teacher would be in the eleventh month of his first year, another in the sixth, another in the first. Again, there is great inequality in their abilities and attainments. He urged, therefore, that "each pupil-teacher must be placed in that class which is exactly suited to his abilities and attainments," and that "there must be a separate classification for each subject according to proficiency." Mr. Hance was of opinion "that nothing but the influence of the pupil-teachers' own head master would keep him up to a steady grind at his work."

At the Session on Saturday morning, Mr. G. Dairs, of Birmingham, read a paper on the New Code. He thought there would be under its operation a temptation on the part of teachers to take off the registers the names of children not likely to pass the examination, that such children would not be enquired after, but allowed to fall away. He thought we might hope for an immense improvement in our schools from

the merit grant. Mr. Hance said that under the New Code, "the whole influence of the scheming teacher would be directed to getting rid of his backward children." At the conclusion of the discussion, Mr. Dairs said he did not think it was so great an evil that the female teachers left them after a time and got married, and Mr. Hance added, in a jocular manner, "One of the greatest wants of the present day is somebody to marry off the old mistresses." Mr. Tilzey (Bolton) then read a paper on "The Means of Promoting Regular Attendance at School," in which he referred to the hostility of the magistrates as one of the great hindrances in the way of the enforcement of the compulsory laws. The school boards, too, were wrong in being satisfied with a low minimum of attendances. He also advocated scholarships dependent on regular attendance, and prizes given with the same end in view. Mr. O'Donoghue said that the failure in Birmingham to secure regular attendance was owing to a resolution of the magistrates not to hear more than 50 school board cases every week. He remarked that "the School Attendance Committees were generally a failure, being constituted of men who had no educational ideas whatever." Mr. Hance then called the attention of the Conference to the subject of "Street Children by Night," and after transacting some routine business, in which it was announced that the Conference would meet next year at Swansea, the members separated.

THE BLUE BOOK FOR 1882.

(First Article.)

IN the recently-issued Blue Book, five cases are given in which the Education Department has declared a School Board to be in default. One case with which our readers will be familiar is that of Norwich, which is thus described :—

2. NORWICH BOROUGH.

The chairman of the board informed their Lordships that he and eleven other members of the board (being all the members of the board, except the vice-chairman) were of opinion that it was impossible for them to act upon the board whilst the vice-chairman continued to hold that office or to be a member of the board. As the said members adhered to this decision it became impossible to form a quorum of the board, and my Lords were of opinion that under Section 32 of the Elementary Education Act, 1870, the board had rendered itself liable to be declared in default. Their Lordships therefore directed the members of the said board to vacate their seats, and in order to give the ratepayers an opportunity of expressing their opinions ordered that the vacancies should be filled by a new election. The order was issued on the 17th October, and the new board was elected on the 4th November, 1881.

In the List of Tables given on page 147, Table B, classifying the Expenditure from the Education Grant, according to the Denomination of Recipients, may be interesting to our readers.

(TABLE B.)—*Classified according to Denomination of Recipients.*

—	For Year ended 31 Dec. 1881.	Compared with Year ended 31 Dec. 1880.		From 1839 to 31 Dec. 1881.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with Church of England	1,252,017 7 5	16,913 8 6	—	17,846,671 14 4
On British, Undenominational, and other Schools	224,747 2 10	9,697 4 6	—	4,679,516 16 3
On Wesleyan Schools	111,023 18 10	3,375 6 8	—	
On Roman Catholic Schools	125,601 16 4	1,720 8 11	—	1,447,746 5 7
On Board Schools	706,429 3 0	79,347 19 9	—	8,155,841 19 4
On Parochial Union Schools	150 0 0	30 0 0	—	79,523 9 9
Other Schools	—	—	—	189 14 10
Administration (as in Table A.)	*193,170 9 7	6,411 21 8	—	2,943,897 1 4
Organization of districts, &c., under Act 33 & 34 Vict. c. 75	255 12 0	27 12 5	—	83,514 9 8
Grants to School Boards under Act 33 & 34 Vict. c. 75. s. 97	1,486 6 6	143 8 3	—	6,844 2 2
Transferred in 1857 under the head of Scientific Apparatus to the account of the Department of Science and Art, towards the expense of establishing the Educational Division of the South Kensington Museum.	—	—	—	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	—	—	—	11,604 9 0
Total	2,614,883 13 6	117,667 0 8	—	30,256,844 2 3

It will be seen from this table that the Board Schools are advancing at a considerable rate, but it is noticeable that after eleven years of hard work, the Voluntary Schools still earn a million pounds more money than their rivals and competitors. While, however, the Voluntary Schools only increased their grant £31,700 during the past year, the Board rate of increase was more than double this, amounting to £79,347. That is to say, the School Boards gained on the Voluntary Schools, the difference between these two amounts, the sum of £48,000. Within the next twenty years, the issue between these two great systems of Schools will be decided, and while, in all probability, the School Boards will supply education in the towns, the voluntary system will hold its ground in country districts.

Another of these tables, we dare say, our readers will be glad to have before them, viz., the table which shows how the scholars in each particular set of schools passed in reading, writing, and arithmetic. The scholars in the Board schools did not pass so well in reading, as those in the Wesleyan, Roman Catholic, or British schools; but they gain a considerably higher per-centage in both writing and arithmetic. The scholars in the Church of England schools occupy the lowest place in this table, chiefly we suppose because so many of them are taken from the dullest and stupidest country districts.

* Includes part of the administration of grants for Scotland.

amendment to this, however, was carried, directing that, in accordance with the precedent of former years, the address should be sent to members only.

It was then decided, in response to an inquiry from the Education Department, that Friday, November 24th, should be the date fixed upon for the triennial election.

Miss Taylor moved a resolution that the names and addresses of the managers be legibly and conveniently exposed outside the principal entrance of each Industrial School; but, on the suggestion of Mr. Spicer, the proposal was referred to the Industrial Schools Committee for consideration and report. Miss Taylor then went on to move "that all corporal punishment be henceforward forbidden in all schools under this Board." She quoted from the instructions recently issued to inspectors the observation that "the more capable the teacher is, the less corporal punishment will he find it necessary to use," and proceeded to argue that, as they had the best teachers in England, they could afford to dispense with corporal punishment altogether. Mr. Lucraft seconded the motion, and the debate was adjourned, on the proposal of Mr. Heller.

A report of the School Management Committee was then read, which stated that the inventory clerk had reported that in several cases he has found books to be missing from the Teachers' Reference Libraries. The following is the code of rules with regard to these libraries that will be henceforth in use:—

a. A library of useful books of reference, comprising standard text books, may be supplied to each permanent school, at a cost not exceeding £5, for the purpose of providing teachers with accessible sources of information from which to draw materials for lessons. A further expenditure of 10s. per annum for the purchase of new books may be incurred in the case of each library.

b. The library is for the use of the teachers in all the departments, but it is to be placed under the charge of the head master, who will be held responsible for the safe custody of the books. The head master is to fix a time when books may be obtained from the library, and is to keep a record of all books borrowed.

c. The books are to be consulted at the school, and must on no account be removed from the premises.

d. The following is a list of the books approved by the School Management Committee from which the teachers can make their selection, always bearing in mind that the cost of those first selected must not exceed £5.

A requisition for the books selected should be forwarded by the correspondent to the clerk of the Board for approval by the School Management Committee.

Mr. Bonnewell proceeded to read a number of extracts from "The Children's Garland from the Best Poets," and especially stigmatising the morality of a piece entitled "The Outlandish Knight." Mr. Roberts replied that the book in question had been struck off the requisition list.

A somewhat excited debate arose on a motion that "Mr. T. R. Ablett, drawing inspector, be allowed ten shillings a week for travelling expenses from the 2nd October, 1882." It was complained that nothing whatever was said about travelling expenses when the appointment was

made, but the supporters of the motion denied the accuracy of this statement. The motion was carried by 17 votes against 11.

Mr. Heller brought up the report of the Special Committee on Evening Schools, according to which it appears that a fairly complete system of evening schools will be at work this winter in the metropolis. Mr. T. L. Roberts said the Board should express their cordial appreciation of the great labour which Mr. Heller had undertaken in the establishment of this movement, which would be of the utmost benefit to thousands of young people.

A case of the wrongful administration of corporal punishment by an assistant master, in one of the Huddersfield Board Schools, was considered at the meeting of that Board on September 4th. The following paragraph refers to this matter :—

CORPORAL PUNISHMENT.

On the 27th August the Board considered a complaint made against Mr. H. J. Hollingworth, assistant master at Oakes Board School, of having inflicted corporal punishment contrary to the rules of the Board.

Mr. Robson moved, and Mr. Brooke seconded, "That the services of Mr. Hollingworth be dispensed with, and Mr. Strickland, the head master, be asked to resign."

An amendment thereon was moved by Mr. Marsden, and seconded by Mr. Willans, "That all words after 'with' in the resolution be omitted."

On being put to the vote there voted for the amendment Messrs. Marsden, Willans, Marriott, Glendinning, and Denham; against the amendment Mrs. Huth, Messrs. Robson, Brooke, Grist, and Duggan. The votes being equal, the Chairman gave his casting vote in favour of the amendment, and thereupon declared the amendment carried.

On the amendment being put as a substantive motion, a further amendment thereon was moved by Mr. Denham, and seconded by Mr. Robson, "That the salary of Mr. Hollingworth be reduced £5 per annum, and that of Mr. Strickland £10 per annum, and that both appear before the Board to be reprimanded by the Chairman."

This was carried.

The clerk was instructed to address a circular to the head teachers, calling their attention to the Board's regulations with respect to corporal punishment.

The St. Ives Town Council has passed a resolution by a unanimous vote threatening not to grant any more money to the school board "unless the Board use more economy in their management." It appears that the school board require this year a sum of £900 to defray their expenses, which would be equal to a rate of one shilling and sixpence in the pound. The following is the resolution referred to, which was moved by the Mayor, and carried unanimously :—

That this Council, having received from the school board a precept for £400 to be paid on the 1st December next, is of opinion that, having regard to the fact that they have already signed precepts on the overseers this year for the sum of £500, which, with the sum now asked for, will amount to £900 for educational purposes in the borough during the current year, the money demanded by the Board is unjustifiably excessive and burdensome to the ratepayers. The Council hereby resolve, as the rating authority of the borough, not to grant any more money to the School Board, unless the Board use more economy in their management and carry out the Education Act in its entirety, and also make the board schools as efficient in numbers and teaching as they ought to be, and thus render the schools as self-supporting as other board schools.

There has been some little dissension in the Tottenham School Board on what is known as the "Hymn Book Controversy." The Board, in its wisdom, has compiled a Hymn Book for the use of children in the schools, and some of the members think it has no right to spend its money for such a purpose. The following paragraph from the report of the proceedings, which we cut from the *School Board Chronicle*, will doubtless be read with interest:—

THE HYMN BOOK CONTROVERSY.

Mr. Low submitted the report of the Works Committee, stating that the newly built schools at Page Green and Stamford Hill will be opened at the end of October next. The committee recommend that the tender of Mr. Read, of Tottenham, for the publication of hymn books for use in the Board schools, be accepted.

Mr. Rees said: I must now enter what may be my last protest against our expending public money on sectarian education.

Mr. McSorley, interposing: On *sectarian* education. Is he in order, Mr. Chairman?

The Chairman: Yes, I think so.

Mr. Rees ventured to say that the hymn book which the Board proposed to publish was purely a sectarian production in the broad sense of the term, and those who objected to him using the word "sectarian" should remember the horror which had been expressed by Mr. Fotheringham at everything which had a Unitarian tendency, and also the horror displayed by Mr. McSorley when he discovered in the book what he thought was a hymn written by the great Dr. Newman whom Mr. McSorley at once described as a gentleman who had left the Church of England and gone over to the Church of Rome.

Mr. McSorley, excitedly: That is an entire mistake. (Cries of "Chair.") I will appeal to the chair. It is an utter mistake. (Cries of "Order.")

Mr. Rees, continuing, remarked that he was only describing what took place in committee. On discovering the hymn in question Mr. McSorley held up his hands in horror, and declared that it was the production of "a fellow who had left the Church of England and gone to the Church of Rome."

Mr. McSorley: I never said "fellow."

Mr. Rees: That was how I heard it, but as you object to the term I will withdraw it and say "gentleman." We however discovered in committee that Mr. McSorley was wrong, that the hymn was not written by Dr. Newman, but that it was written somewhere in the Middle Ages before the Church of England was ever thought of.

Mr. McSorley, excitedly: Is this proper language, Mr. Chairman? I protest against it.

The Chairman: Mr. Rees is quite in order.

Mr. McSorley: He is using language which is quite uncalled for.

Mr. Rees repeated his former assertions and again protested against the Board expending public money in the way proposed.

Mr. Hewell opposed the committee's recommendation on the ground that it was unnecessary and quite unusual for school children to be supplied with hymn books by those who managed the schools.

Mr. Low was exceedingly sorry that Mr. Rees had re-opened this question, because it had already been decided by a very large majority of the Board that the books should be published, and no opposition had been raised by the ratepayers.

The committee's recommendation was adopted by five votes to two.

Dr. Morris explained that the reason why he did not vote was that he did not think the proposed expenditure was legal, or that the Board had power to make it.

Mr. Rees: I quite agree with you there.

The Birmingham Board do not seem to see their way very clearly to the establishment of a Birmingham Board Training College. They have the awkward fact cast in their teeth that the principals of the

existing colleges are only able with difficulty to find appointments for the students who leave them, at the end of their training. If the college they get up is one for board and maintenance, then the religious difficulty crops up, whether morning and evening prayers are to be said, and if so church or chapel? and what the students are to do on Sundays; if, on the other hand, a Day Training College is to be the plan adopted, how are the young teachers to be fed and clothed, while pursuing their studies at this institution? Mr. E. F. M. McCarthy, who is not wanting in ingenuity, propounds a scheme, according to which both these difficulties would be successfully solved. He would have a Day Training College, and the teachers who attend it should work in the Board Schools sufficiently to earn their living, and keep a diary, showing how their time was being spent. However, Mr. McCarthy will tell his tale most perspicuously in his own words:—

He believed it was possible to establish a local day-training college, erected partly by grant from the Imperial Exchequer, and perhaps also by funds which the School Board would be entitled to borrow, and supported as existing training colleges were largely, by grants from the Imperial Exchequer. At the expiration of the pupil-teachership term those who desired might of course apply for admission into the existing training colleges, but those who were retained in the service of the Board could enter this local day college. The course of training should be one year at least. During that period students who were qualified should receive a license from the authorities of the college to be acting teachers for, say, half a year at a time. They would as teachers still be under the college authorities in their study of the art and science of education; they would have their work inspected from time to time, and they would require to keep a diary, a most important and useful part of the American curriculum. They would also be required to attend college once a week for criticism of their work, and receive help and instruction from the trainers there. They would be paid for their work in the schools while they were licensed, and the payment would be by way of maintenance for the time during which they were in the training college. Such a scheme, he maintained, would meet the difficulties which they were attempting to tide over, and it would supply all the teachers with practising schools of the best kind, while if any sudden emergency caused a staff in one of the Board schools to be shortened the gap could at once be filled up from the college. The day-training college would also get over the one great difficulty that had always beset them in considering boarding training colleges, a difficulty that Mr. Burges had well put when he said they could not have young students collected day and night for weeks and weeks together in an institution of any kind without to a very large extent that institution assuming, and being bound to assume, the rights and duties of a parent to them. He felt the conviction of this assumption, and under these circumstances he thought Mr. Greening's objection made, as he put it at the last meeting of the Board, that in that capacity the Birmingham School Board "could not be trusted," might have some ground. Having got rid of the boarding element they also got rid of another difficulty, the ecclesiastical one, or as he would rather say, the theological question. Since the memorial had been approved by the committee the members had been talking among themselves, and he was glad to say a general desire was manifested to withdraw each from his own special position, in connection with these two burning questions, so as to arrive at a memorial which would be generally accepted by everybody. He was given to understand if Clause 6 was wholly withdrawn, and if the word "day" was inserted between "established" and "training colleges," there would be a unanimous vote for the memorial. He therefore felt himself justified in moving the adoption of the memorial with these alterations.

It was finally decided by a majority of one to refer the memorial back to the Education Committee for consideration and report. Not only the

St. Ives Town Council (famous for its association with a nursery puzzle), is concerned about the heavy demands the School Board makes upon it; the Town Council of the important borough of Leicester has had also to make some sort of a protest. By reading between the lines of the enclosed letter from the Town Clerk of Leicester, addressed to the Chairman of the School Board, our readers will see that a state of considerable tension exists between the bodies represented by these two officials.

Town Clerk's Office, Leicester, 28th September, 1882.

Dear Sir,—I submitted your letters of the 11th and 13th instant to the Finance Committee at their last meeting.

The committee direct me to say that they have no desire to put the school board to inconvenience. On the contrary, they are anxious to do all in their power to work with the board in an amicable way. They at the same time direct me to point out the impossibility of their levying a rate, and getting together £5,000, without reasonable time for collection. The borough rates are levied quarterly and in *equal amounts*, and the council would desire to make provision to pay the board's demands from these rates. Their object in asking for a preliminary estimate is with a view to the convenience which this course affords, otherwise a rate would have to be levied as and when the board's precepts were received, which would be a course both costly and inconvenient, and would necessarily be attended with more delay than by the mode of procedure as hitherto pursued.

I am to add that the Council has in former years frequently honoured the board's precepts when they have had no funds whatever in hand available for that purpose, but I am directed to point out that what may be done without much inconvenience when the amounts required are comparatively small cannot be so arranged with sums amounting to £5,000. When the last payment (£5,000) was made to the board the Council had little more than half the amount in hand.

I am directed to ask that you will have the goodness to submit this explanation to your board at their next meeting.—I am, &c.,

JOHN STOREY, Town Clerk.

INSTRUCTIONS TO HER MAJESTY'S INSPECTORS.

CIRCULAR No. 212.—*Concluded.*

Punishments.

35. My lords regret to receive frequent complaints of the excessive use of corporal punishment in schools, and of its occasional infliction by assistants and pupil-teachers, and even by managers. The subject is one on which your own observation is necessarily incomplete, since children are not likely to be punished in your presence on the day of inspection. But you will not fail in your intercourse with teachers and managers to impress upon them that the more thoroughly a teacher is qualified for his position, by skill, character, and personal influence, the less necessary it is for him to resort to corporal chastisement at all. When, however, the necessity arises, the punishment should be administered by the head teacher; and an entry of the fact should, in their lordships' opinion, be made in the log-book.

Registration.

36. In view of the fact that the grant made to a school is mainly calculated on the average attendance, accurate registration of admission, progress, and attendance continues to be of essential importance, and will require special care on the part of managers and watchfulness on your own. In Appendix II. you will find a revised edition of the official rules, which have been long in force for the proper keeping of registers, and it will be well to call the special attention of managers and teachers, especially in new schools, to the details set forth in that Appendix.

Irregularity of Attendance.

37. It must be clearly understood that irregularity of attendance, unless it is produced by some of the causes which constitute a reasonable excuse for absence, cannot be accepted as an excuse for the want of progress of any scholar. It has now become the interest of all concerned in the pecuniary results of the annual examination to increase the average yearly attendance by diminishing daily irregularities; but it may be hoped that higher motives will prompt all interested in education to press upon those entrusted with the execution of the law the actual legal obligation by which all parents are bound to present their children at the beginning of each meeting of the school. Cases of gross neglect on the part of the authorities, if brought to your notice, should form the subject of a special report to the Department. In your general judgment of the school, you will be careful to make allowances for all such neglect if the managers and teachers cannot be held responsible for it.

Excuses for Non-attendance on the Day of Examination.

38. The Code requires—

I. That all scholars whose names are on the registers of the school must be present at the inspection, unless there is a reasonable excuse for their absence.

II. That all such scholars whose names have at the end of the school year been on the register for the last 22 weeks during which the school has been open must be presented to the inspector for examination.

39. Hitherto, since part of the grant was based upon the individual payment for the successful examination of all scholars who had attended 250 times in the course of the year, managers were interested in getting together all such scholars on the day of inspection. As the grant is now based upon the average attendance of all the scholars, and will be adversely affected by the failure in examination of backward scholars, it will be your duty to see that every child, who is liable to be presented for examination, is present unless there is a reasonable excuse on the day of examination, and to record the absent scholars on the schedule as if they had been present and had failed. If the number of absentees be large, the absences should be a positive disqualification for the mark "good" or "excellent" in assessing the merit grant. Among reasonable excuses, probably the most general will be found to be infectious disease in the home, storms, unavoidable absence from home, a death in the family, or the scholar's having left the neighbourhood. Beyond these it is not probable that many reasonable excuses will be found, though cases of an exceptional character may arise, and can only be decided on the day of inspection.

Withholding Children from Examination.

40. Many well-founded complaints have been made of undue pressure on backward scholars by keeping them in after school, by long home lessons, or by an injudicious use of emulation. The fact that a reasonable allowance may now be made for exceptional cases under Article 109*e* iii. will, it may be hoped, diminish this evil. Irregularity of attendance cannot be considered as a valid reason for withholding a child from examination; and managers of schools should refuse to countenance this plea, and should co-operate with all concerned in promoting greater regularity of attendance. The following excuses may, however, be reasonably accepted for withholding a scholar: Delicate health or prolonged illness; obvious dulness or defective intellect; temporary deprivation, by accident or otherwise, of the use of eye or hand. But in order that all scholars whom it is proposed to withhold may not be neglected by a teacher, it will be your duty to look carefully through the list of such scholars, and to form a personal judgment as to the reasonableness of the excuses.

Re-presentation in the same Standard.

41. As a general rule, all scholars who have failed at the previous examination in any standard in two subjects may be presented a second time in that standard. The fact of such failure can be attested in the case of scholars who were in the school at the previous examination by means of last year's schedule, which will be before you. In the case of children coming from other schools there may be difficulty in obtaining evidence of the highest standard previously passed; but as a general rule, it should be presumed that such children, if above ten years of age, have passed Standard III., and all exceptions to this rule should be held to require explanation.

Cookery.

42. In all schools the grant for cookery, § 109 (*g.*) ix., should be conditional on the provision of special, adequate, and suitable araangements for the practical instruction of the girls by a duly qualified teacher, in a room (which may be an ordinary class-room) fitted up with the necessary appliances. In schools, the circumstances of which admit of it, demonstration lessons in cookery should be given at frequent intervals by a professional person.

Pupil-Teachers.

43. It is a fact deplored by all connected with the examination of candidates for admission to training colleges, and by all who have to instruct our future teachers in these colleges, that many pupil-teachers, at the close of their engagements, should possess so scanty a knowledge of arithmetic, geography, grammar, and history. Unless it is supposed that the great bulk of their teachers have neglected their instruction, the school work must obviously have pressed so heavily upon these young persons as to leave very little time for their improvement. It is admitted that boys and girls of sixteen or seventeen years of age should not spend more than eight hours daily in intellectual labour, and it cannot be thought an unnecessary requirement that out of this weekly maximum of forty hours (allowing for two half holidays), ten hours should be reserved for the private studies of the pupil-teachers, over and above the five hours already prescribed for their instruction or examination by the teacher of the school. The new form of Memorandum of Agreement (Schedule VI.) requires no more than twenty-five hours per week of actual service in teaching. When the work of the school is carried on for more than twenty-five hours, the time-table should be so arranged as to give the pupil-teacher the remaining time for private study in the school or class-room under the direction of the head-teacher. In this way the necessary work of preparing lessons out of school hours may be somewhat reduced.

Evening Schools.

44. Article 113 has been designed to encourage more advanced and varied teaching in the evening school, and at the same time to indicate clearly its character as a supplement to the day school rather than as a substitute for it. It may be hoped that ere long no scholar will leave the day school for labour who has not passed the full-time standard; but exceptional cases will arise in which a night scholar may not have reached this standard, or, having reached it, may have forgotten much of what he has learned, and may require to go back and recapitulate. For such cases the Code provides that examination may be as low as Standard III.; and there need be no objection, when a scholar has for some time been employed, to allowing him to repeat the examination for the last standard which he has previously passed. In all such cases satisfactory explanations should be furnished by the managers. If in any instance it is proposed to put a scholar back two standards, sufficient reasons should be assigned. The managers should take reasonable pains to procure evidence at each scholar's admission of the standard in which he has previously been presented, and of the standard for which he is fitted.

45. In framing the Code my lords have desired—while retaining as of prime importance the individual examination in reading, writing, and arithmetic—to give greater freedom of choice to good teachers in regard to other subjects, to attach increased weight to intelligence and to the quality of instruction, and to bring the mode of computing the grant into closer correspondence with the various conditions which determine the efficiency of a school. The full attainment of these objects depends largely on your personal exertions and influence, and on the spirit in which you co-operate with the best efforts of voluntary managers, School Boards, and other local bodies interested in promoting education. Their lordships are aware that some of the new duties which are imposed upon you by the Code of 1882 are delicate and onerous, and will call for the exercise, in a higher degree than ever, of carefulness, insight, and sympathy. But they rely with much confidence on the discretion and ability of Her Majesty's inspectors, and on their willingness to give effect to any measure designed to improve the character of elementary schools, and to increase the public usefulness of the Education Department.

I have the honour to be, Sir,

Your obedient servant,

F. R. SANDFORD.

The National Schoolmaster.

SUMMARY.

THE last meeting of the late School Board for London was held on Thursday, November 23rd. It was agreed, on the recommendation of the Finance Committee, to borrow £200,000 from the Metropolitan Board of Works to build schools, for which the sanction of the Education Department had been obtained. The Rev. J. Diggle having drawn attention to a circular that had been issued, stating that all the schools would be closed on the day of the triennial election (Friday, 24th November,) the chairman explained that the closing of the schools on that day had been a regular practice. At the close of the day's proceedings votes of thanks to the chairman and vice-chairman were carried, after some opposition from a small section of members. It was agreed that the Board should adjourn till Friday, December 1st, at 3 p.m., for the election of chairman and vice-chairman.

Our contemporary, the *School Board Chronicle*, is much disappointed because the supporters of the voluntary system in the parish of Handsworth, near Birmingham, have raised £4,000 towards the £5,000 that is required to provide for the educational deficiency. What has more especially raised its ire is that a great Railway Board has been assisting the enemies of the School Board with a free gift of a hundred pounds. The editor hints that the action of the Directors of the London and North-Western Railway, in this particular, will very likely be called in question at the next half-yearly meeting of the shareholders. We suppose that the shrewd men of business that manage the affairs of that great company know pretty well what they are about; but our contemporary hints that they may yet discover that their hundred pounds subscription was a bad investment.

The voluntary party are not without the means of indulging their fancy in the township of Handsworth, near Birmingham. They have raised more than four thousand pounds towards the five thousand required to provide new schooling, and to stop the Committee of Council from sending down a compulsory order for the election of a

School Board. The generosity of the supporters of the old system is commendable but if they can with so little difficulty, in the course of a few weeks, raise over four thousand pounds to be sunk in buildings, the obligation to provide which has been put upon the ratepayers by Parliament, we trust we shall not hear from Handsworth, as we have heard from so many other places, that the voluntaryists cannot afford to remit the fees of a few indigent children attending their schools, but insist upon driving the hapless parents of those poor children to the Poor Law Guardians for the payment of their fees under Section 10. We do not quite understand on what principle the directors of the London and North-Western Railway Company find themselves justified in making a free gift of a hundred pounds towards the establishment of denominational schools, for the purpose of preventing the introduction of a School Board at Handsworth. This is a question which might fairly be raised at the next half-yearly meeting of the shareholders of that great railway company. If the directors should plead that they paid the money to save the funds of the company from a demand for School Board rate, they may expect to be met by an inquiry as to how long they may hope to profit by this act of thrifty benevolence. Can they forecast the length of time that may elapse before the voluntary system breaks down again in Handsworth, and before the School Board forces itself upon the scene? Or do they know how long it will be before Parliament issues a decree abolishing the Attendance Committees, and introducing the School Board system everywhere? It is exceedingly questionable whether the hundred pounds subscribed will turn out to have been a profitable investment of the shareholders' money.

Signs are not wanting to show that there is a widespread feeling of dissatisfaction among teachers with the condition of their organisation the National Union of Elementary Teachers. The discussions of the Executive Committee are largely taken up with the work of increasing the number of the members, and improving the state of the finances. The Manchester teachers recommend that the present arrangement should be superseded by the adoption of a bolder scheme, according to which the Union would be able to render substantial assistance to all its members. The plan seems feasible enough, if all teachers would join in carrying it out; but there is reason to doubt whether even a majority of the 40,000 head and assistant teachers would unite in promoting it. We give below the sketch of the proposed scheme, as it is given in a letter to our contemporary, the *Schoolmaster*. It has an unquestionably practical ring about it, and in that respect differs from the amiable but unpracticable schemes, which have been brought forward by the Secretary to the Union, such as the establishment of a Training College, and the building of a palatial residence for the enjoyment of the officers, and the advantage of the members of the organisation.

The scheme we recommend, copies of which are herewith enclosed, is as follows. We suggest an annual subscription of a pound from head masters, sixteen shillings from head mistresses, and ten shillings from assistant teachers, to be apportioned thus:—

(*a*) One fourth to be retained by each local association, for its own working expenses, for the immediate relief of temporary cases of distress, and for the assistance of teachers who, through some unfortunate circumstances, may be out of employment.

(*b*) One fourth to be used by the Executive for the working expenses of the Union, including legal charges, printing and circulating information on educational questions, assistance in such cases of temporary distress as cannot adequately be met by local associations, the salary of a literary correspondent

of approved ability, who shall, as occasion arise, advocate our cause through the press in every part of the kingdom, and last, but not least, the provision of means for the direct representation of teachers in Parliament.

(c) The remaining half to be paid into a Central Common Fund, to be used exclusively for the payment of annuities to teachers incapacitated by age or sickness, and for allowances to the orphans of teachers.

Assuming that every elementary teacher in the country subscribes according to the rates proposed, a moderate estimate of the number in each class would give a total income of £30,000 per annum, of which £7,500 would be retained for local purposes, £7,500 would be available for the general expenses of the Union, and £15,000 would be devoted exclusively to benevolent purposes, a sum equivalent to 500 annuities of £30 each.

Assistant teachers must see that it will be to their interests to support such a scheme, as, by enabling those who are aged or infirm to retire from the profession, they will be providing places for themselves.

At first it would be necessary to capitalise a large proportion of the subscriptions. The Church Teachers' Benevolent Institution has a funded capital of £15,000. When the N. E. U. T. has an equal amount invested, there would then be a favourable opportunity for approaching the authorities of the former institution, with a view to the amalgamation of the two funds. With the good will and co-operation of that society, and its able secretary, this desirable object might indeed be almost immediately realised, and thus would be formed one grand institution from which all benefits would flow, and into which those who are at present indifferent to the advantages of union, would be irresistibly drawn.

It is not unlikely that one result of the adoption of these proposals would be that the Government might be induced to pay into the Teachers' Fund the amount of pensions unjustly withheld during past years.

When teachers, even those of small country schools, realise the benefits which can be secured by the payment of a subscription amounting in the highest case to less than fivepence per week, they will, we feel assured, hail with delight a scheme which opens to them the prospect of making provision for any time of need.

The results we have indicated may surely be achieved by the elementary teachers of this country, if only they will be true to themselves, and if, trusting no longer to the help of others, they will learn to rely on their own united efforts. They share largely in the power which comes with knowledge; they derive some importance from the bearing of their work on the progress of the nation; they have the strength that necessarily belongs to a body numbering 40,000 members; all that is needed, therefore, for the realisation of their reasonable aims, is that this body should be animated throughout by the true spirit of unity and professional brotherhood.—We are, Mr. President, ladies and gentlemen, yours respectfully,

JAMES BRADLEY, *President, M. T. Association.*
THOMAS ELLIOTT, *President, M. D. U. E. Teachers.*
BENJAMIN SOUTH, *Treasurer, M. T. Association.*

At a meeting of the Teachers' Provident Society, held on November 18th, a motion was considered "That as the support given to the Society by members of the Union is much less than was reasonably expected at the foundation of the Society, it is desirable to admit teachers not members of the Union to the benefits of the Deposit Branch." This motion, however, on being put to the vote was lost. From a letter which appears in the *Schoolmaster* of November 25th there is grave reason to doubt whether any considerable number of teachers outside the Union are anxious to be admitted to the benefits of this ill-omened Society. The writer makes the following trenchant remarks:—

Many teachers have, no doubt, been greatly interested in the discussion of our Executive respecting the Provident Society. As my experience leads me to differ with some of the statements then made, I propose (1) to compare our contributions and allowances with those of another society; and (2) to consider a point or two regarding membership.

Referring to Tables I., V., and VI., and working out a few figures, we find that by paying 1s. 2½d. monthly, we secure 8s. weekly during sickness, £2 at wife's death, and £8 at member's death. These benefits are given by a miners' club for a contribution of 1s. monthly; we must pay an entrance fee of 2s. 6d., the miners pay none; each member of the miners' club receives 1s. out of the funds at the annual dinner; and, within my own recollection, £2 or £3 has been given as dividends. Fines and cost of management are the same in each; and half and quarter pay are under the same rule. Under each of the above tables, contributions commence at twenty-four and cease at seventy years of age; but sick pay ceases also when members, if living, most need it, which is not so with miners. I contend, therefore, that notwithstanding the large amount received by miners as pay for odd days, our Provident Society does not offer equal advantages even to teachers.

Again, many teachers have already made ample provision in case of sickness, and nearly all, I hope, in case of death; but those who have not, and wish to do so, will doubtless be prudent enough to compare the tables of the best societies and invest accordingly. Teachers want as much for their money as other people; and, if the Teachers' Provident Society has not been sufficiently well patronised, we must infer that it is not "worthy of support," in spite of Mr. Greenwood's assertion to the contrary. That "it is a teacher's society, is" not "sufficient reason for supporting it," and all such props as this statement of Mr. Gardner's, will only make teachers approach it more cautiously. Competent actuaries may have prepared the tables according to statistics of teachers' lives; but, if general societies accept teachers on better terms, why have a Teachers' Provident Society at all? And, by the way, I fancy, if no better inducement than this could be offered to join the N. U. E. T., it would be sadly in want of a plea.

It is reported that Dr. Stainer has been appointed Inspector of Music in Training Colleges and Elementary Schools, in succession to Mr. John Hullah.

The Rev. H. Sandford is the Inspector for the Sheffield district, and Mr. Mundella, the Vice-President of the Committee of Council on Education, is member for Sheffield. At the Teachers' Conference at Sheffield, the Right Hon. gentleman spoke of Mr. Sandford with marked appreciation of his many excellencies. We have, therefore, little doubt that the rev. gentleman is one of the authors, if not the chief author, of the Merit Clause in the New Code. What therefore he has to say in illustration of the couching of this clause will be of interest to all teachers, so we give below his remarks at the Sheffield Teachers' Association, on November 11th.

The Rev. H. Sandford, who was received with loud cheers, said he was very glad to see so large an attendance, and what he had to say to them would be chiefly in the direction of answering certaining questions which had been put to him. One of the most important of them was, to what points the Inspectors would attach special importance in assessing the merit grant, which was a peculiar feature of the New Code. He might say that more was to be learnt from studying the Code and the instructions to Inspectors than he could tell them. Of course, in assessing the merit grant, the Inspectors would have regard, not only to the number of passes, but also to the quality of the passes. The order and tone prevailing in a school would be very important points to consider in assessing this grant. Since there had been taken

from the Inspectors what used to be the very pleasing duty of testing the religious studies of the children, they were most anxious to see that their moral training was being attended to. The highest discipline was not that which was attained by rough, harsh measures, or by corporal punishment; but that which was gained by the promotion of a kindly feeling between the teachers and the scholars. It was important that the work in a school should be carried on in an honest spirit, inspired by a high moral tone. The rev. gentleman threw out valuable hints as to how arithmetic should be taught, and said the test of intelligent method was whether scholars showed understanding of the reason of the rules. Another question asked was, whether the number withheld from examination would affect the merit grant; and the Inspectors had come to the conclusion that it must considerably affect the assessing of the grant. They could not, however, define how far, or what percentage could be withheld or represented. Each case would have to be treated on its own merits. The fact that there were in Yorkshire parents so stupid as to refuse to allow their children to be presented did not appear to have been realised by the Department. Information was given on other points of lesser importance, and it was stated that all evening schools in which separate accounts were kept would be treated under the New Code after the 1st of May. In conclusion, the rev. gentlemen expressed the hope that a generous use would be made of any opinions the Inspectors might now express on the New Code, and that in the future they would not be held too tightly to them.

REVIEWS.

Shakspere's King Henry V., with Notes, &c. W. and R. Chambers.

THE bulk of this book consists of the text of the play, with numbered lines, but there is a brief introduction to it placed in the front of the volume, and a series of useful notes, with examination papers at the end.

Essay on Lord Clive, by Lord Macaulay, with Introduction and Notes, by G. B. Turnbull, M.A. W. and R. Chambers.

Mr. TURNBULL writes, as an introduction to Lord Macaulay's Essay, an account of "The rise of European power and commerce in the East," and supplies at the end of the book a series of instructive notes on different points touched upon in the essay.

Twelve Years' Queen's Scholarship Questions, 1870—81. London: Moffatt and Paige.

THIS useful reprint of the Queen's Scholarship Questions for the last twelve years will be of great service to pupil-teachers preparing for the scholarship examination, especially as it contains the answers to the questions in arithmetic, algebra, and mensuration.

The Art Students' Second Grade Practical Geometry. By John Lowres and George Brown. London: Moffatt and Paige.

THIS is a very cheap manual on the Second Grade Practical Geometry, containing all the problems which a student need master to gain a certificate in this subject. The book is bound in strong cloth, consists of over 100 pages, has all the diagrams very clearly drawn, and corresponding descriptions given, and is sold for a shilling.

Longman's Modern Copy-books, Nos. 7 to 12.

THE copy-books, Nos. 7, 8, and 9 of this series, are intended for use in Standard III. No. 9 is a very useful kind of copy-book, giving on each page a simple sentence or verse of poetry, which the pupil has to copy only twice. The Nos. 10, 11, and 12 are intended for use in Standards IV., V., and VI. No. 11 consists of invoices, business forms, &c. No. 12 deals chiefly with correspondence, and the copying out of poetical extracts. This is a very useful series of copy-books, and we feel sure will have an extensive sale.

Marcus Ward's Halfpenny Series of Coloured Maps.

THIS is a series of carefully-drawn and beautifully-coloured maps issued separately at a halfpenny each. The specimens sent to us are Europe (with the changes in Turkey, according to the Berlin Treaty, indicated), Canada, France, Oceania, Australia, German Empire, and India.

Arithmetic, Parts V., VI., and VII., with Answers to the Examples. Longman's Modern Series.

THESE little books on Arithmetic are issued in a cheap form, adapted to the Mundella Code, and furnished with a large number of examples. The three parts deal with vulgar and decimal fractions, proportion (simple and compound), averages, percentages, discount, and stocks. Very clear models of the way to work the examples are given, with full explanations.

Chambers's Historical Readers. Book III.

THIS reader contains an historical sketch of the History of England from A.D. 1327 to the Revolution of 1688. The narrative is drawn up in a simple manner, and is divided into short chapters with distinctive headings. The work is rendered more useful and attractive by a series of well-executed pictures and maps, and by the insertion of a few poetical pieces referring to historical subjects.

Longman's Modern Series. The Illustrated Readers. Fifth Book.

THIS book contains an interesting collection of extracts from recent works, poetry, newspapers, &c. Although the work does not lack interest, a somewhat high standard of difficulty is maintained; in prose, historical, geographical, and descriptive extracts are given; in poetry, extracts from Milton, Scott, and Coleridge. The book is very prettily illustrated. One especially good feature in it is, that at the end of each lesson, the compiler not only explains difficult words, but difficult phrases, which are often made up of very simple words.

Chaucer: The Squiere's Tale, with Notes. W. and R. Chambers, London and Edinburgh.

IN this little book we have, besides the text of the Squiere's Tale, a life of Chaucer, and papers on his Grammar and Versification. At the end of the book there are appended a series of valuable notes, examination papers, and an etymological glossary and index. It is stated in the preface that "the notes deal with the difficulties which occur in the poem, and the glossary has been constructed so as not merely to give the meanings and etymology of words, but to serve as an index to the line in which the word occurs."

The Four Rules of Arithmetic. By William Wooding, B.A. London: Longmans, Green, & Co.

Mr. WOODING states, in his preface, that he has drawn up this little work for the following reasons: "(1) To offer some suggestions on the origin and growth of numeration, such as may interest the pupil in his study of the subject. (2) To give the pupil some such help, in the absence of his master, as shall remind him of the explanations given in the classroom. (3) To supply a ready means to those parents who may wish to be of some assistance to their children in a subject that is often uninteresting to those who are much left to themselves in the preparation of their tasks." He goes on to observe that it is a waste putting complete works into the hands of young pupils. "The latter parts are often rendered utterly unusable by the hard and very undue wear and tear of the special part in use." Mr. Wooding certainly gives a very entertaining and instructive account of the origin of the Roman and Arabic systems of Notation, and takes his pupils through the Four Rules of Arithmetic with great patience, and in considerable detail. He instructs his scholars to make use of the system of casting out the nines in proving their sums. We have no doubt a boy or girl, going carefully through this book, would have a thorough grounding in the elementary rules of arithmetic—the want of which is so frequently the cause of unsatisfactory results in the higher branches of the science.

Moffatt's Pupil-Teacher's Course. Third Year. Edited by Thomas Page. New Edition. London: Moffatt & Paige.

In a work of considerable dimensions, containing nearly 500 pages, we have all that a pupil-teacher needs to study for his third year's course. The geographical portion contains the geography of Asia and Africa. The English history, which is well and vigorously drawn up, dates from the accession of James to the end of the year 1881. In the important subject of English, special attention is given to notes of lessons and composition. The mathematical part of the work is drawn up with considerable skill, and answers to the examples are given. We have every reason to believe that a pupil-teacher carefully studying this book would take a high place in the inspector's examination. He would require no other work except a school atlas.

The Children's Daily Help for the Chrtstian Year. London: Griffith and Farran.

The compiler states in the preface that many of the verses in this little book have been taken from the Children's Hymn Book; others have been written down from memory, "often without knowing who their authors were." For each day there is a short text and a verse. At the beginning of the book, there are two admirably simple and natural prayers for children, one to be said in the morning, the other at night. The verses and texts are chosen with judgment, and are adapted to the different seasons of the Christian year. A better present could not be given to a young child. The book has a pretty cover, tastefully arranged in colours, and is clearly printed in large type.

The Teacher's Handbook of Object Lessons. By A. Park, F.R.G.S. Third Edition. John Heywood, Manchester and London.

We have much pleasure in calling attention to the issue of a third edition of these very useful lessons. Mr. Park supplies in this work fifty-two lessons, twenty-four on different headings connected with the animated world, eleven on the vegetable world, six on the universal kingdom, and eleven on industrial and miscellaneous subjects. Each lesson is divided into three columns, "heads, matter, and method," and the lessons are still further simplified by a number of useful engravings. The lessons here given are useful as helps to the over-worked teacher, supply matter for which he might have to search into many scientific works, and are also useful as models to pupil-teachers and students in training colleges of the kind of lessons they should draw up for the inspector's examination.

Map Illustrative of British History from the Norman Conquest to the Close of the Civil Wars. London: T. Murby.

We have here on one and the same sheet, two very useful maps, illustrating about 400 years of English history. The first map is one of the British Islands, not divided into counties, but showing the territories of the great earls of that period, and marking the sites of famous battles. The towns are given with the old spelling; thus, Manchester is Mancester, Liverpool, Lerpool; and modern towns such as Birmingham are not inserted at all. In this map we see marked the ancient port of Ravenspur, near Spurn Point, where Henry Bolingbroke landed to fight for the crown of England. It can find no place on modern maps, for the simple reason that its site has long ago formed part of the sands of the ocean. The map of Europe will be of equal importance to the student. It presents a strange appearance compared with its modern form and shape. The old Greek Empire was still existing with Constantinople as its capital: Russia was not. The Norman kingdom of the two Sicilies was dominant in Southern Italy, while Germany and Austria were divided into a large number of independent States. The most important part of the map of Europe to the student of English history is, of course, France, and the divisions of that country are clearly marked. The lower part of the sheet on which the two maps are printed contains a historical chart of the "Norman and Plantagenet Periods to the end of the Crusades." This chart is divided into numerous heads, such as eminent persons, acts, statutes, battles, conquests, treaties, and important events. This adds considerably to the value of the whole sheet, for the teacher can point out the places mentioned in the chart on the maps above.

Moffatt's Pupil-Teachers' Course. First Year. Edited by Thomas Page. London: Moffatt and Paige. New Edition, Revised and Enlarged.

THERE is a considerable advantage in having the whole year's study required from a pupil-teacher in his first year comprised in a single volume of convenient size, if it can be presented in such a form without sacrifice of efficiency. The geography for the first year is prescribed in such a manner as to require at least two text-books, if not three; while here, in 174 well-printed and arranged pages, the pupil-teacher will find set down all that he need read and remember. The English history for the first year is not formidable, except from its belonging to a very remote period, and not above thirty pages of this book are devoted to its exposition. The grammar is well and clearly explained, and special attention is given to the subjects of parsing and analysis. The arithmetic also for both males and females is given in this useful little volume, with answers to the examples; and there is also contained in it an exposition of the musical knowledge required from pupil-teachers in their first year.

Battle and Victory; or, Story of a Painter's Life. By Mrs. C. E. Bowen. London: Griffith and Farran.

WE have in this little book a sketch of the principal incidents in the life of the great Italian painter, Salvator Rosa, worked up into the form of a simple and attractive story. The narrative is written throughout in a very healthy and natural manner; there is nothing in it overdone. It is just the kind of book that a wise parent or teacher would place in the hands of a child twelve years old. A great advantage in a tale of this kind, well written, is that the child reading it is not only interested and amused, he is also *instructed* in a valuable piece of biography, rich in incentives to dauntless toil and perseverance. The book is exceedingly well got up; has a most attractive cover; and is illustrated with four effective pictures of scenes in the life of the great painter. The frontispiece, "Salvator among the Briganda," is remarkably well done. Teachers who are sometimes puzzled to find suitable books to give children as school prizes, could not select a better eighteenpenny book than the one we have under review.

Health Lectures for the People. Fifth Series. 1881—2. Manchester: John Heywood.

WE have here, published at the low price of a shilling, bound in paper boards, nine useful lectures on important subjects connected with health, by medical men of the highest eminence. Perhaps we could not show our readers in a better manner the substantial worth of this little volume than by stating the titles of the nine lectures, which are as follows: Consumption, its causes and prevention; Scarlet Fever and Diphtheria; Diseases produced by Drink; Fevers, their natures and prevention; Smallpox and Vaccination; Infant Feeding in relation to Infant Mortality; Colds and their consequences; Measles and Whooping Cough; Typhus and Typhoid Fever. Dr. Ransome ably and conclusively shows that Consumption is not a peculiarly English disease; he proves that it is generally the result of bad ventilation, and intemperance. Mr. Birch tells his readers and listeners that Scarlet Fever and Diphtheria are caused "by the sowing of a definite seed in the human body, and we must remember that just as a plant will give off seeds a hundredfold when the proper time arrives, so can a case of Scarlet Fever or Diphtheria give off seeds sufficient to infect a whole neighbourhood." Dr. Emrys Jones gives a terrible catalogue of "diseases produced by Drink," but he is not mad on the point, for he says he can find no satisfactory evidence to prove that Diabetes is caused by alcohol. But the list is sufficiently appalling—Diseases of the stomach, skin, heart, blood-vessels, eye, lungs, liver, kidney, nervous system. Dr. Holgate Owen, in his lecture on Fevers, shows how foolish those mothers are who take no precautions to prevent their children catching the Measles, under the impression that they must have the complaint sooner or later. It is, he says, owing to such carelessness "that contagion is spread over a wide area, and that diseases of this kind become epidemic." Mr. Scott gives a very instructive and entertaining lecture on Smallpox and Vaccination. He shows what terrible ravages it has made in the history of the human race. He gives the following account of how Jenner came to discover Vaccination.:—

The way it came about was this. The dairy folks of Gloucestershire had it handed down to them from their forefathers, that a disease which came out on the teats of the cows, and which they called Cow-pox, might come out on the hands of the cow-milkers, and give these people a strong chance of never taking the Smallpox. Edward Jenner was born, apprenticed, and settled in this same County of Gloucester. While he was apprenticed, a young woman came into his master's surgery, and happening to speak about Smallpox, said, "Oh, I cannot take the Smallpox, for I have had the Cow-pox!" These words sank deep into Jenner's mind. Other doctors must have heard the same thing before and paid no heed to it, but Jenner's mind was the fruitful soil on which the seed of truth fell. Jenner was not a rash man. He did not get up next morning and tell mankind that he had found out a perfect way against Smallpox. No; he thought and studied over the words of this Gloucester milk-lass for thirty years. I would that all who shout against Vaccination were as humble and patient as Jenner was.

We need not describe further these admirable lectures. They are full of truth, and truth of the greatest benefit to all men. This truth is wrapt up in the simplest language, a mere child can understand it. We put it to our readers, therefore, whether they would not be doing a work of the truest charity by making these valuable truths known to the men and women amongst whom their lot in life is cast.

Moffatt's Explanatory Readers. Book VI.
London: Moffatt and Paige.

THIS is one of the best compiled readers we have yet met with. It contains a good variety of really interesting and improving reading. It is well and clearly printed—the type not too small—and the illustrations are both numerous and good. We are not quite sure whether it was wise to devote a hundred pages in the body of the work to selections from the plays of Shakspere. Whether these will be useful depends very much upon the teacher of the class that has the book in use. We fear the extracts from Milton will give boys and girls a dreary idea of a great poet. The fact is, to boys and girls of thirteen the magnificent blank verse of Milton—magnificent in its strength and energy and sublimity—is not poetry at all. They cannot discern any music or beauty in such lines as these :—

> Again God said, 'Let there be firmament
> Amid the waters, and let it divide
> The waters from the waters: and God made
> The firmament, expanse of liquid pure,
> Transparent, elemental air, diffused
> In circuit to the uttermost convex
> Of this great round.

It seems a pity that this very common clay, which men of mature age work amongst for the golden nuggets occasionally found in it, should be exhibited to children as poetry of the first order. We think the compiler would have done better to have selected passages from the earlier poems of Milton, and to have drawn more largely from Wordsworth and Cowper. The prose selections, however, merit our entire approval; and every aid is given at the end of the lesson in the explanation of difficult words. An appendix is given at the end of the book, containing short sketches of the writers whose works have been drawn upon, and descriptions of animals mentioned in the body of the work.

SCHOOL BOARD ELECTIONS.

THE school boards in the large towns that were first elected in November, 1870, on the passing of Mr. Forster's Education Act, and which are renewed every three years, have been brought in the month of November this year, face to face with the electoral body. The Education Act has been in operation twelve years, during which time four different sets of members have been elected, and have served their term of office. The influences that are brought to bear on these triennial elections are not wholly educational in their nature. Most Englishmen of "light and leading" are sharply divided into Conservatives and Liberals, and the political element which enters

so strongly into municipal elections, is not likely to be wholly absent from elections for the school board. Since the passing of Mr. Disraeli's Reform Act in 1866, the political ebb and flow has been remarkably constant. The political party triumphantly borne to power at the General Election has had no difficulty in retaining its position during the greater part of the septennial period, and then on making its appeal to the country it has been ignominiously defeated. So Mr. Gladstone fell in 1874; so fell Lord Beaconsfield, to the astonishment of all men, in 1880. And signs are not wanting to show that as it was in 1874 and 1880, so it will be in all probability when the present parliament has drawn to the close of its legal term. The country is more Conservative now than it was in 1880, and this feeling not only shows itself in casual bye-elections, but in the annual municipal elections, and in the elections for the school boards. We cannot tell what the issue of the London Board election will be, for at the time of writing the polling is proceeding, but we do not anticipate any strengthening of what is known as the School Board party from the contest. At the same time, it is but just to remark that issues are put before the electors, strongly appealing to the interests of the individual electors. The working man will be strongly tempted to vote for the advocates of free education; persons in better circumstances, the intelligent artisan, and the tradesman, will feel inclined to vote for those who are in favour of higher education. A strong section of the ratepayers, again, will be opposed to both these innovations on the ground that they will lead to an increase of the school board rate. We have no doubt that the result will accord with what all moderate thinkers on educational matters have a right to expect. We do not believe that London will be content to remain behind the great northern towns in the establishment of higher schools; at the same time, we shall be surprised if a Board is returned pledged to the carrying out the programme of free education. On this matter, indeed, the powers of the school board are distinctly limited, and even if Mr. Mundella was not opposed to free education (which he has told he is) we cannot suppose that the Department over which he presides would allow so extensive a change from the results of a single triennial election. There could be no real competition between board schools and voluntary schools, if the one were free, and the other not free. The advocates of free education, not usually solicitous for the welfare of voluntary schools, have discovered that board schools being free would benefit their rivals, we suppose, by making them more select and respectable. We have little doubt that this improving process would also be a most exhaustive one, and that in a dozen years, under the new system, voluntary schools would cease to exist at all. It seems a small matter to observe that

while the present school board rate is sixpence in the pound, if the school fees were abolished, the rate need not be more than sevenpence; but in this computation no account whatever is taken of the cost of maintaining the voluntary schools, as one by one they would vanish and disappear. Probably, the total result of this heedless and needless revolution would be the permanent infliction on the metropolis of a rate for educational purposes of tenpence or a shilling. The late chairman of the Board has declared himself, in his election address, in favour of one or two free schools being opened in the poorest districts of the metropolis. But when the question comes to be threshed out in debate, it seems that it is an impossible matter to find a school district in the metropolis composed of persons very much poorer than those which may be found in numerous other districts. An injustice would immediately be created in allowing a well-to-do costermonger, District A, to send his child to school wholly at the cost of the ratepayers, while his cousin, following the same vocation in District B, who has not prospered so well, was required to pay a fee of twopence or threepence per week. The justice aud common sense of the matter seems to be adequately met by remitting the fees in the case of those who cannot afford to pay them, and placing all other persons on the same basis. We dare say Mr. Buxton has felt the necessity of showing that in some measure he is the advocate of progress, and that compared with other and wilder schemes, this, for the establishment of free schools in poor districts, is safe and salutary. Here again, we have to remember that the Education Department claim to be consulted on this matter, and that on this question, under different administrations, their policy has been the same. The Department that would not allow the farce of a farthing fee at Norwich might have something to say about the establishment of a free school in London, though we are aware that the Education Act contemplates the establishment of such schools.

The Birmingham Board meanwhile are sending a deputation to Whitehall to confer with the Vice-President on the question of training colleges for board schools. The Birmingham Board wants its own training college, in which it can manufacture teachers of the Birmingham brand and stamp. The students must go home to sleep at night, because it would be impossible to split them up into sections for the reading of family prayers. In a residential training college they would have to be marched out in groups on Sundays, under the charge of monitors, to half a dozen churches and chapels, and some of them would probably claim to be allowed to attend lectures in which Mr. Bradlaugh's principles were inculcated. The day training school would avoid these difficulties, and probably on Sundays the institution would be shut up.

Somehow or other, the ordinary Englishman, outside Birmingham, does not like to contemplate a state of things like this; it may be that he has not advanced to the requisite stage of enlightenment. Before the Birmingham Board can be allowed to carry out their pet scheme, an Act of Parliament must be passed through Parliament, and we can imagine the expression of Mr. Gladstone's countenance when applied to on the subject to give the necessary permission. We are afraid the Birmingham people will have to wait some years for the realisation of their project—the time is not ripe.

THE NOVEMBER TRIENNIAL ELECTIONS OF SCHOOL BOARDS.

LONDON.

In the following return the figure after the name of the Division indicates the number of members to which the constituency is entitled. Asterisks are prefixed to the names of candidates who had seats on the late Board.

City (4).

Aderman Sir R. Hanson	6,792	*Mr. H. Spicer	5,920
Mr. H. C. Richards	6,372	*Miss D. Hill	4,613

Chelsea (5).

*Mr. R. Freeman	9,133	Mr. W. H. Bousfield	5,118
*Dr. J. H. Gladstone	8,652	Mr. G. Mitchell	4,535
Mr. R. D. Urlin	4,532		

Finsbury (6).

*Rev. Mark Wilks	14,320	Mr. W. R. Bourke	9,963
*Mr. B. Lucraft	14,291	*Mr. T. L. Roberts	8,454
*Rev. Dr. Wainwright	11,939	Rev. W. T. Webber	7,190

Greenwich (4).

Mr. E. Hughes	22,162	*Mr. H. Gover	9,244
*Mr. J. E. Saunders	9,496	*Rev. T. D. Morse	5,890

Hackney (5).

Mr. T. J. Beven	18,666	*Rev. H. D. Pearson	9,966
Mr. J. Lobb	11,576	*Mr. B. G. Olding	8,091
*Mrs. F. Miller	8,044		

Marylebone (7).

*Mr. A. Mills	12,078	*Mrs. Westlake	9,774
*Rev. J. R. Diggle	11,496	*Hon. E. L. Stanley	8,624
Rev. W. Barker	10,779	Mr. G. B. Bruce	8,008
*Mr. E. Bond	7,491		

Southwark (4).

*Miss Helen Taylor	9,302	*Mr. A. Hawkins	5,932
Rev. C. D. Lawrence	8,288	*Miss Richardson	5,904

Tower Hamlets (5).

Sir Edmund Hay Currie	15,189	Miss Frances Hastings	9,400
*Col. Lenox Prendergast	9,687	*Edward North Buxton	9,394
*William Pearce	8,359		

Westminster (5).

*Mr. J. Ross	10,843	Mr. J. S. Burroughes	6,974
*Rev. Brymer Belcher	7,213	Dr. E. B. Aveling	5,174
Sir A. Hobhouse	3,711		

(From the School Board Chronicle.)

LIVERPOOL.

Result of the triennial election :—

Mr. H. B. Gilmour, J.P. (Churchman).	Mr. Samuel Booth (Nonconformist).
Mr. J. R. Gaskell (Churchman).	Miss Anne Jane Davies (Nonconformist).
Mr. James Hakes (Churchman).	Mr. William Oulton (Nonconformist).
Rev. J. H. Honeyburne (Churchman).	Dr. John Bligh (Roman Catholic).
Mr. Francis Mulliner (Churchman).	Mr. Patrick Canavan (Roman Catholic).
The Rev. Canon Rycroft (Churchman).	Mr. Richard Yates (Roman Catholic).
Mr. S. G. Rathbone (Neutral).	Mr. Joseph Walton (Roman Catholic).

Mr. William Madden (Roman Catholic).

A contest was averted by the candidates calling a meeting, and nine candidates withdrawing.

MANCHESTER.

The following is the result of the triennial election, with the figures in 1882 and in 1879 :—

	Votes in 1882.	Votes in 1879.
Herbert Birley (Churchman)	29,748	25,171
Lydia E. Becker (Unsectarian)	27,368	22,692
E. J. Broadfield (Unsectarian)	26,099	17,954
Joseph Phythian (Unsectarian)	25,964	17,902
William Hughes (Unsectarian)	25,800	17,366
Henry Slatter (Unsectarian)	25,746	16,227
Dr. John Watts (Unsectarian)	25,011	19,007
Rev. J. Nunn (Churchman)	24,407	12,480
James Croston (Churchman)	23,752	16,328
Canon Toole (Roman Catholic)	23,455	18,618
Rev. John Henn (Churchman)	22,984	15,061
George Milner (Churchman)	22,304	15,784
Rev. John Burke (Roman Catholic)	22,201	21,869
Thomas Dale (Churchman)	21,431	17,598
Joseph Gillow (Roman Catholic)	21,156	—
The following are the unsuccessful candidates :—		
J. W. M'Connel (Churchman)	23,931	—
M. J. Kenny (Land Leaguer)	12,301	—
J. Calvert (Independent Churchman)	6,149	5,406

There is only one change in the Board, the Rev. Joseph Nunn, Churchman, taking the place of Mr. O'Neill, Roman Catholic, who was not a candidate.

BIRMINGHAM.

Mr. Hawkes, one of the outside candidates, has been returned at the head of the poll. The unsuccessful candidates are : The Rev. W. H. Paulton (Conservative), and Mr. Thomas Wright. The remaining four Conservatives, the nine Liberals, and the Roman Catholic have been elected. Mr. Hawkes is opposed to the majority.

THE MAJORITY CANDIDATES.

The following address to the electors in acknowledgment of their victory has been issued by the Liberal Nine :—

To the Burgesses of the Borough of Birmingham.

Ladies and Gentlemen,—We beg to return you our most sincere thanks for the honour you have conferred upon us in electing us to the School Board by such an overwhelming majority.

In the year 1873, after a long and exciting contest, the eight Liberal candidates polled 44,526 more votes than all their opponents put together.

The present contest has resulted in the nine Liberal candidates polling 80,880 more votes than all their opponents, Conservative, Roman Catholic, and Independent.

We interpret this vote to be an expression of full approval of the past policy of the Liberal party on the School Board.

It will be our duty to meet the deficiency in school accommodation, when and where it is shown to exist, by building additional schools; and we shall be encouraged by your votes to continue our efforts to supply the best education possible for the children of the people of Birmingham.

Our expenditure in every direction will be, in the future, as it has been in the past, regulated by a proper regard to economy.

We are, ladies and gentlemen, your obedient servants,

ELI BLOOR.	GEORGE DIXON.	J. A. LANGFORD.
H. W. CROSSKEY.	CAROLINE M. KENRICK.	E. F. M. MACCARTHY.
W. J. DAVIS.	G. H. KENRICK.	C. WALLIS.

November 17th, 1882.

SHEFFIELD.

The Mayor, who was loudly applauded, declared the state of the poll as follows :—

1	Mr. Charles Doncaster (Society of Friends)	17,614
2	Beatrice Bingley's Advocate	16,865
3	Mr. Henry Adams (Primitive Methodist)	16,246
4	Mr. S. H. Burrows (Reformed Methodist)	13,843
5	Rev. J. Gilmore (Church of England)	11,910
6	Mrs. S. R. Wilson (Independent)	11,786
7	Mr. W. E. Clegg (Churchman)	11,480
8	Rev. L. Burke (Roman Catholic)	11,263
9	Mr. J. D. Leader (Independent)	11,110
10	Mr. H. J. Wilson (Independent)	10,829
11	Mr. Joseph Mellowes (Churchman)	10,170
12	Mr. B. Fletcher (Churchman)	9,429
13	Mr. S. H. Ward (Churchman)	9,278
14	Mr. J. N. Coombe (Churchman)	9,128
15	Mr. Jonathan Taylor	7,864

LEEDS.

Result of the triennial election :—

	*Mr. W. Barker (Liberal)	35,536
	Mr. Edward Tiffany (Liberal)	32,773
	Mr. Lawrence Gane (Liberal)	31,660
	*The Rev. Dr. Barnes (Churchman)	30,332
	*Mr. Reginald Wigram (Churchman)	29,900
	Mr. James Ellis (Liberal)	29,340
	Mr. George J. Cockburn (Liberal)	29,248
	Mr. Edward Butler (Liberal)	28,777
	Mr. J. M. Fawcett (Liberal)	28,619
	Mr. John Barran (Liberal)	28,096
	*Mr. John Hepper (Churchman)	26,450
	Mr. Gerard L. Darwin (Churchman)	26,441
	*The Rev. J. F. Wood, M.A. (Churchman)	25,733
	*The Rev. Provost Brown (Roman Catholic)	16,290
	*The Rev. James W. Gordon (Roman Catholic)	15,549

UNSUCCESSFUL.

*Mr. William F. Smith (Wesleyan)	11,437
Mr. Moses Atkinson (Wesleyan)	11,072
Mr. Henry Francis Park (Irish National)	6,392
Mr. Thomas Carlton (Independent)	6,142

The names marked with an asterisk (*) are those of members of the old Board.

WOLVERHAMPTON.

Result of the triennial election :—

*The Rev. Canon Davies (Roman Catholic)	4,642
The Rev. S. C. Adam (Church)	4,575
Mr. John Marston (Church)	4,246
Mr. W. Giles (Church)	3,128
Miss Mander (Unsectarian)	2,982
The Rev. E. M. Burney (Church)	2,973
*Mr. W. M. Fuller (Nonconformist)	2,891
Mr. J. C. Pearson (Church)	2,457
Mr. A. Hunter (Nonconformist)	2,283
*Mr. A. Weir (Nonconformist)	1,915
*Mr. W. Follows (Independent)	1,767

UNSUCCESSFUL.

*Mr. W. Newman (Independent)	1,243
Mr. J. Southall (Independent)	780
Mr. A. Freeman (Independent)	274

The names marked with an asterisk (*) are those of members of the old Board.

THE BLUE BOOK FOR 1882.

(Second Article.)

MR. ALDERSON, in his report on the Metropolitan District of Marylebone, complains that it is possible, under the present system, for a boy to reach the top of the school "unintelligent and illiterate." There is a good deal of truth and sense in what he says; but he does wrong in throwing the blame on the *teachers*, instead of on the *system*. Again, we are of opinion that what he calls the "composite test" ought not rightly to be expected in any maturity from a boy of eleven or twelve. The brain has not grown to the requisite degree to produce it. He is seeking ripe plums in June, when all plums are green and hard. He goes on to observe that we ought to follow the example set in the German schools, and value more the principle of "*consolidating* instruction instead of allowing it to wander into the grooves of 'subjects.'" However, what he has to say on this matter is well deserving of attention and consideration by all teachers, so we subjoin it at some length :—

I am apt in conducting an examination to reserve for myself two plums of the schoolwork, the reading of the eldest scholars and their composition. Here, I say to myself, I shall see the outcome of all this dictation, of all this grammar, of all this English literature. Here I can test the value of the school in epitome. Alas for the hopes raised by an imposing array of "subjects." My "plums" prove to be meagre and sickly, not to be swallowed sometimes without a wry face: a paragraph from a newspaper, stumblingly read, in which the meaning of the words is often as little understood as a foreign language; a letter disclosing great poverty of ideas and small command of expression, often disfigured by mis-spellings, bad grammar, and frequent relapses into native cockney.

This is an untoward feature in the midst of much undeniable progress. It would seem to show that, in spite of a vast development of "subjects," a boy may reach the top of the school unintelligent and illiterate, *magnas inter opes inops*. What is the use of all this increased teaching of "subjects," if the outcome be not a higher level of culture? Of reading, which does not expand the mind; of grammar, which does not leaven speech and writing; of arithmetic, which does not form a habit of exact thinking; of geography, which does not interest the imagination; of literature, that does not improve the taste; of physiology, that has no bearing on the simple laws of health; of domestic economy, that does not contribute to the comfort of homes? I am far from saying that these aims are altogether missed by the many able and zealous teachers of the district. But at a period, like the present, of great educational expansion, it seems to me that they need to be reminded of the truism, that "subjects" are not the object of education. "Subjects" are means, not ends; pursued as ends, they germinate feebly, and lose their reproductive power. Hence it is, that a boy taken off the express field of subjects, and challenged to show what subjects have done for him, so often (as I have pointed out) cuts a sorry figure. "Subjects" which remain to the learner always subjects, instead of passing by the process of assimilation into his system, and forming a common fund of useful and durable *knowledge*, have no educational value. It is well to say this plainly when there is so much temptation to multiply them. Nobody, says Dr. Johnson, can be taught faster than he can learn; the speed of the horseman is limited by the power of his horse. By multiplying subjects a teacher may snatch more grants, only to find that he has grasped the shadow for the substance, a specious counterfeit for the true object of education—

Strange! by the means defeated of the ends.

The result of teaching "subjects" too exclusively is that the scholar carries his knowledge, so to say, in compartments. Tap his geography, and it flows; tap his grammar, and he spouts moods and cases; tap orthography out of a book which he has been reading all the year, and he spells like a dictionary. But tap the reservoir of general information, and if it does not run dry, it trickles feebly. Something would seem to have hindered the process of infiltration. As an example, boys in the 4th Standard who take "literature" have to write a "letter" on some simple topic. I will not quote any of them at length, though they might as a rule be fairly reckoned among the "curiosities of literature." I will refer to a phrase in one only, because it puts my own function in a novel and useful light, and helps to illustrate my point. Asked to describe the day of examination, my young friend commences thus: "The *expecter* came in soon after nine." I thank him for the title; I certainly am an "expecter" to the extent of expecting that a boy who passes in writing, passes in spelling, passes in grammar, should be able to fuse and blend those several accomplishments in a decently expressed letter. But this, it would seem, is usually to expect too much. He is equal to the separate tests, but the composite test floors him. Surely this points to a faultiness of method somewhere, to the need of a greater *interpenetration* of subjects. They are not divided from each other by hard and fast lines; on the contrary, they overlap and melt into each other at every turn. The unity of instruction in the midst of its diversities should never be lost sight of.

Mr. Alderson has been making excellent use of his holidays by visiting the German schools, and it seems things are managed better there. There is no doubt that education would be more useful, if the child's knowledge were made more real and vital and personal; and now that Mr. Alderson has it in his power to confer on a teacher a distinction as

precious as the Order of the Garter to a peer, we feel sure that he will be able to secure a more thorough grounding in general knowledge and intelligence in the school children of his district. Our readers will, we are sure, like to hear the system that is carried on in the German schools.

I was much struck at a recent visit to the excellent *Burger-schule* at Homburg, in Germany, by the recognition which this truth obtains in that country. I found from the "*Lehrplan*" that, for the higher classes especially, the reading lesson, strictly defined, expanded into a lesson called "Deutsch," to the importance of which the allotment of hours testified. When I inquired what was comprised under this head I found that it might mean any of the following things: A lesson in reading proper, a lesson in dictation, a lesson in spelling, a lesson in grammar (grammar being wedded to reading, not taught as a separate subject), a lesson in composition, or finally (and great stress was laid on this) a lesson in revision of previously composed essays. What a gain to the teacher this much-needed elasticity, and what a pledge of solid progress this reiterated insistence on thoroughness of *groundwork*. We have much to learn from Germany, and nothing of more value than the principle of *consolidating* instruction instead of allowing it to wander into the grooves of "subjects." A corresponding lesson in "English," for example, might be adopted in our time-tables for a host of teazing subdivisions into reading, writing, spelling, and grammar. It would give more freedom to the teacher and more concentration to his teaching. The difference between the words "*Lehrplan*" and "time-table" is significant. The one is a plan of *teaching*, the other is a pre-arrangement of school *time*. My duty is limited to seeing that a time-table complies with the requirements of the Education Act, but incidentally I cannot but observe its contents, and I must frankly say that few of them are constructed on scientific principles. Like his immortal predecessor in the "Deserted Village," the teacher of the present is too intent on "pressaging terms," on mapping out the school day into certain fixed intervals of time. The subjects are fitted to the times, not the times to the subjects. I have found, for instance, the object lesson for infants cut, for the sake of uniformity, to the same length as the lesson in composition, the most difficult of any, for the eldest scholars. Either the time given to the one was too long, or the time given to the other was too short. Over rigidity, misplaced lessons, instruction cut up into mincemeat proportions, are the most prevalent faults of the time-table. It is rarely a judicious well-considered scheme for teaching—a *Lehrplan*. Rather it seems to me to resemble a curious piece of mosaic, in which a patch of something vies with a patch of something else, a bit of grammar is dovetailed into a bit of geography, the gaps filled up with singing and drill; pretty enough on paper, but wanting harmony, wanting design, and in practice too often unworkable. The first request of an incoming teacher is usually one to be relieved from the incubus bequeathed to him by the outgoing—to be followed in turn, not unfrequently, by a second for leave to dispense with rules of his own concocting.

Mr. Alderson incidentally touches upon a question of considerable interest, whether the hours of instruction for children of all ages should be alike. He truly remarks that a child of 7 goes to school for the same number of hours as the boy of 14; and that either the one is overworked, or the other underworked. He is inclined towards the latter supposition, but we ourselves should prefer the former. We think it highly probable that a committee of medical experts would decide that five hours a day of brain work was too great a demand on the powers of a child of 6 or 7. Mr. Alderson is right in saying that unless the specific subjects are to be the merest smattering, the parents must consent to pay for them by surrendering more of their children's time to school.

Unless these subjects are to be the merest smattering, they must consent to pay for them by surrendering more of their children's time to school. I am aware how unpopular any proposal to increase the school hours is likely to be, and how prevalent the opinion is that even now they are excessive. I do not share that view, and would ask attention to the following statement. I take it that the school hours in England for secular instruction amount on an average to 22½ per week, *i.e.*, 2½ in the morning, and 2 in the afternoon. That the actual attendance falls far short of this, goes without the saying, a day "off" in addition to the Saturday holiday being something like a recognised institution in many schools. But even if the hours of attendance for the week are completed, is there any reason for thinking (as I see it is sometimes asserted) that they overtax the brain of a child in average health and condition? The children of the upper and middle class habitually work for much longer hours, and much more continuously. True, they are better fed, but not so much better, as to lend colour to the view that what is safe in their case, would be dangerous to children whose diet is less nourishing. But I will refer again to Germany. I think it will be found that in that country children of the working class attend school for many more hours in the week than English children do. In the Bürgerschule at Homburg, a school answering to a good specimen of our board or voluntary school, the school hours *for the elder scholars* amount to 28 or 29 in the week, exclusive of religious teaching, or about one-fourth more than those for the corresponding class in our schools. I repeat, *for the elder scholars;* for this leads me to notice a curious anomaly in the English school hours. Instead of being proportioned to the age and standing of the scholar, they are the same for all; whether a boy be 7 or 14, the amount of school work is the same. So far as I am aware, no kindly soul has interposed on medical grounds on behalf of the little fellow of 7; and yet I think he is entitled to relief from those who would maintain the school hours as they are; for either they are too much for him, or they are not enough for his sturdy senior of 14. My own view is that the latter alternative is the true one, and that at least when such subjects as French and physiology are attempted, provision should be made on the face of the time-table for extra hours to be devoted to them. It may be thought that in the foregoing remarks I have overlooked home lessons, but I would gladly see them commuted for additional work in *school*. I doubt their efficacy, elder children often do them for the younger, and their relative value seems to me small, by no means commensurate with the time and trouble spent in setting and revising them.

Mr. Barrington-Ward, in his report on the Bromsgrove district, gives a very searching description of the School Boards in his district, and incidentally condemns the furnishing in an ornate manner of buildings "subsidized from local and imperial sources." "There is no need," he says, "for ornamental brass gas fittings, coloured glass screens, and other little decorative articles, which though not very costly in themselves, go to swell the bill, and could very well be dispensed with." We cannot help feeling that this is a somewhat ungracious remark from a school inspector. If these things are not very costly, we would plead for them, as gilding the child's life with some little of brightness, in its earliest and freshest years.

After he has done with the Boards, Mr. Barrington-Ward delivers himself of a curious onslaught on the School Attendance Committees, which we dare say will be pleasant reading to Mr. Mundella, and not very pleasant reading to the Earl of Harrowby, who, when Lord Sandon, was the creator of these committees. He condemns the committees in unmeasured language, but he is not prepared to welcome the substitution for them of small country School Boards. The country School Board

would be the Attendance Committee under another name, and of such Boards Mr. Barrington-Ward writes, "the evils of School Boards in small country places outweigh their advantages." "If," he writes, "we are to have School Boards universally, let the unit of area be something larger than the civil parish when the population of that parish is small." We do not see how this would mend the matter, for the unit of area of the Attendance Committees is large enough surely, and they are not satisfactory. Mr. Ward seems to be under the impression that the popular franchise which elects the School Boards would produce a better educational body than the present Attendance Committees. He seems to think that the rural labourers would send men to the School Boards to compel them to send their children to school, and prosecute them in case of default. All that we can say on the matter is that we strongly doubt it.

I come now to the school attendance committees, established since 1876, in every English Union. These committees fail to produce the results expected of them. Guardians of the Poor had a heterogeneous set of duties to perform before the passing of Lord Sandon's Education Act, and those duties were sufficiently onerous for unpaid "Guardians" without the addition of new burdens. The ex-officio guardians, some of whom are necessarily placed on each committee, are, as a rule, gentlemen of intelligence, and they are not unwilling to carry out the Act, even though they may be desirous of shifting their responsibility to other shoulders. But the ordinary elected guardian in country places hates schooling. He has had but a limited education himself, and he thinks that boys are much better employed in weeding or minding a team of horses than in learning the book-lore for which he has such a contempt. Is this the right sort of man to act on a school attendance committee? It is no wonder that urgent complaints reach my ears daily of the supine indifference of the committees in my district. Some of the complaints are no doubt ill-grounded, for they mostly come from managers and teachers, who look at educational affairs from a standpoint of their own, and are wont to ignore the obstacles which occur to persons unconnected with schools. I cannot but think that many of our educational critics expect too much, and I am sure that more time is needed for the gradual introduction of universal education than its advocates are willing to allow. There will always be initial obstacles in the way of every great social revolution, and the Education Acts, beyond question, involve a wholly new state of affairs, which cannot be attained in a few brief years. Now, making all allowance for these difficulties, I am bound to say that the work of gently but firmly compelling the rural population of England to submit to educational laws, enacted solely for their own vast benefit, has not been put into the best hands. The attendance officer has but a trifling stipend for his special work. He is generally the relieving officer, occasionally the nuisance inspector (!), seldom an officer engaged for educational work alone. He calls at the schools in his union sometimes once a month, sometimes once a year, and takes away elaborate lists of "irregulars," which the poor schoolmaster has, with sanguine expectation, drawn up for the attendance committee's consideration. Now and then there is a prosecution, which results, perhaps, in a trifling fine or a warning. But there is no such thing as a personal appeal to parents, no scouring the highways and fields for the illegally employed, no repeated prosecution of habitual law-breakers. The labourers and the farmers laugh at "compulsion" exercised in this mild and inefficient way, the bye-laws become a dead letter, the average attendance at school is, if anything, lower than formerly. An Act of Parliament which is not enforced is worse than no Act at all, and I am sorry to say that as regards the powers of the school attendance committees which have come under my official notice, the half-hearted measures which have been reluctantly taken have done more harm than good.

SCHOOL BOARDS FOR THE MONTH.

AT the meeting of the London Board on Nov. 2, the following resolution moved by the Rev. Joseph Diggle was discussed at some length.

"That, with the view of improving the regularity and punctuality of the attendance of children at school, the School Management Committee be instructed to try the experiment, in schools of certain selected districts, of closing the school doors at 9.15 a.m. and 2.10 p.m. precisely; no child to be admitted afterwards, except with a certificate of partial exemption granted by the Sub-Divisional Committee."

It was assumed by those opposed to the resolution, that it was brought forward in the interests of religious instruction, since children coming late, missed the religious lesson given before 10 a.m. The Rev. G. M. Murphy moved, as an amendment, the previous question, which was seconded by Mr. Mark Wilks, who said he knew from experience that many of the poorest classes rose very late, and that it would inconvenience them to send their children earlier to school. On the other side it was urged, that the plan had been successfully tried in Liverpool and Leicester, and had only been rejected in the School Management Committee by a majority of one. Eventually, the previous question was carried by twenty votes to twelve.

A discussion next took place about the recent appointment to a Drawing Inspectorship, and Mr. Gover having successfully moved an additional standing order without opposition, the Rev. J. Diggle tried to pass a vote of censure against the majority for a very irregular and questionable exercise of power.

THE DRAWING INSPECTORSHIP.

On the motion of Mr. H. GOVER, the following resolution was adoped without a division:—

"That the following be an additional standing order:—

"'That no committee is to bring up a proposal for the appointment of a person to a new office until the Board have first determined to create the office.'"

The Rev. J. DIGGLE then drew the attention of the Board to the following notice standing on the paper:—

"(*a*) To call attention to the following facts:—

"That, before July 28th, 1882, the question of creating the office of a drawing instructor had not been considered by the School Management Committee of the present Board:

"That, on July 28th, there was no notice relating to such an appointment on either of the agenda papers of business before that committee:

"That, nevertheless, after the close of the regular business on that day, the committee irregularly proceeded to nominate a gentleman as the instructor of drawing at a salary of £300 per annum:

"That the nomination took place without the committee having either seen the candidate, or arranged with him the amount of his salary:

"(*b*) and to move:—

"That, in consequence of the irregularities connected with the appointment, the resolution of the 3rd August, 1882, appointing Mr. T. R. Ablett as instructor in drawing, be, and it is hereby, rescinded."

The common sense of the matter was well put by Colonel Prendergast, who thought that unquestionably there had been some irregularity in the manner in which the matter had been brought forward, but Mr. Diggle's motion would serve no useful purpose, and he asked him to withdraw it. Mr. Diggle, however, decided to press it to a division, and it was lost by 18 votes against 10.

At this meeting, the following resolution was received from the Secretary of the Metropolitan Board Teachers' Association.

School Discipline.—"That this association of teachers in the service of the School Board for London urges upon the Board to modify the rules in its Code of Regulation bearing on the internal discipline of the schools, seeing that the rules imply a want of confidence in the teachers; that, since their introduction by the Board, the insubordination of London youth has rather increased than decreased; that the authority of the staff is gradually being undermined; that, by them, encouragement is given to lawless parents; and that, through their direct and indirect operation, much good, that otherwise would be done, is not done."

At the meeting of the Board on November 9th, the debate on Mr. Mark Willis' motion for the establishment of higher elementary schools was resumed. It was supported by the Rev. G. M. Murphy, but opposed by Mr. Lucraft (the representative of the working men), and by one or two clergymen, and advocates of economy. Miss Taylor "wished to see the time when the masterpieces of the literary world should be open to the enjoyment of the working classes, and when the mother of a working family might be able to relate to her children, as they sat at her feet, and she was occupied with her sewing, tales from the tragedies of Greece, and arguments from Plato." She, however, thought the present scheme ill-considered, and supported the previous question. The debate was again adjourned.

At the meeting of the Board on November 16th, a division was taken on Mr. Mark Willis' motion for the establishment of higher elementary schools, which was carried, seven voting for the previous question, and fourteen against it. It is obvious, however, that this question will be finally decided at the polls, but we have no reason to think that London will decide to remain behind the great towns in the North of England on this important question.

The Birmingham Board at their meeting on November 2nd, finally made up their mind to send the memorial to the Education Department for power to establish a day Training College. They also appointed a deputation to wait on the Education Department on the subject.

At their meeting on November 2nd, the Tudhoe (Durham) Board discussed and decided a question of considerable interest to teachers. We give the report on next page.

TUDHOE U.D. (DURHAM).

November 2—The Rev. L. GASKILL (chairman) presiding.

EMPLOYMENT OF TEACHERS AFTER SCHOOL HOURS.

Mr. WRATH moved:

"That, except as regards employment for educational purposes, no teacher under the Board shall be permitted to act as a paid agent or accept any appointment under which definite obligation may be due to some other employer."

His object in raising this question was to let it be understood once for all that the Board would not allow a teacher to act as collector of Queen's taxes, or take an insurance agency, or make up tradesmen's accounts, or, in short, accept any employment calculated to interfere in the slightest degree with his daily duties. He had no wish to interfere, nor did he think it would be prudent on the part of the Board to interfere, with a teacher who might desire to hold evening classes, or give private lessons, or even act as correspondent to a scholastic paper. But he would draw the line there. If the Board allowed a teacher to pass that line, if they allowed him to take employment not connected with matters of education, they would find sooner or later that his time during school hours would be encroached upon, and his duties to the Board neglected. It was said that one of their teachers had been appointed collector of income tax for Spennymoor. Whether that was so or not mattered little to the argument. His purpose was to anticipate and prevent any such action on the part of a teacher, rather than wait until the mischief was done and subject the teacher to the pain and disappointment of being compelled to undo it.

The CHAIRMAN said the head master of the Spennymoor schools had, without any reference to the Visiting Committee, very improperly accepted an appointment as collector of income tax. He had no wish to oppose the motion, but he thought it might perhaps be worded in such a way as to allow teachers in certain cases to accept engagements not necessarily connected with education, provided always the Visiting Committee approved.

The Rev. T. FRISKIN thought not. It was better to draw a hard and fast line at once. They were not managers of private schools. They were trustees on behalf of the ratepayers and must be careful in these matters. If they paid, as he believed they did pay, good and sufficient salaries, there was no occasion to grant to their teachers the same license to eke out their incomes that was granted by some voluntary schools in the district.

Mr. STOBBS suggested that the words "approved by the Board" be inserted after "educational purposes."

After considerable discussion the motion, with the addition of the words suggested by Mr. Stobbs, was adopted unanimously.

This Board also carried unanimously the following resolution on the subject of children applying for permission to leave school before twelve o'clock in the morning to carry their fathers' dinners.

That no child be permitted to leave school before twelve o'clock for the purpose of carrying the father's dinner or the like until the Visiting Committee of such school have satisfied themselves by personal examination of the parent that to refuse permission would involve great hardship. That the time-tables be altered so as to admit of exceptional cases.

EDUCATIONAL NEWS.

THE TEACHERS' PROVIDENT SOCIETY.

A special meeting of the General Board of Management was held at 57 and 58, Chancery Lane, W.C., on Friday, November 18th, at 7-30 p.m. The following members were present:—Messrs. Pink (Chairman), Goffin (Vice-Chairman), Greenwood, Cutler, A. Golding, James and Jeffries.

After the minutes had been read and signed, seven new proposals for admission were examined and dealt with by the Board.

The Chairman reported that Mr. Greenwood and he had attended a meeting of the Finsbury Association to advocate the claims of the Society, and that it had been

decided to form a local agency. A vote of thanks was given to Messrs. Pink and Greenwood for their attendance.

The Board resumed the debate on the following recommendation of a Sub-Committee :—"That as the support given to the Society by members of the Union is much less than was reasonably expected at the foundation of the Society it is desirable to admit teachers not members of the Union to the benefits of the Deposit Branch." Their solution arrived at by the Executive and the discussion on this subject, which was reported in *The Schoolmaster*, was read to the meeting.

The motion was then put to the vote and lost.

The Board considered an application for a loan of £350 on mortgage on freehold property, but it was declined, as the security did not appear to be satisfactory. They agreed to advertise that they had now £500 to advance on freehold security.

A new local agency was recognised for North Derbyshire.

It was agreed, on the motion of Messrs. Cutler and Greenwood, "That an effort be made to obtain permission for the Secretary or other officer of the Provident Society to visit the various training colleges, in order that the advantages offered by the Society may be placed before the students."

A vote of thanks was given to the Chairman.

THE TEACHERS' BENEVOLENT FUND.

At the monthly meeting of this Fund, held on Monday, November 20th, Mr. Morgan presided, and Messrs. Neill, Hale, Pink, T. H. Smith, Day, Hilton, Greenwood, Waugh, and the Assistant Secretary attended.

The minutes of the meeting of November 6th were read and signed. Mr. W. C. Batt, Congregational School, Dalston, was elected a member of the Committee, and nominations for the other vacancies were given in.

The Assistant Secretary reported that Mr. Heller had attended a meeting of the West Yorks District Union at Huddersfield, and that efforts would be made to secure the active sympathy of all the associations in that Union on behalf of this Fund.

At Huddersfield and Bradford concerts are being arranged. Three lantern exhibitions in Hackney had produced five guineas, which would be equally divided between this Fund and the Orphanage. A hope was expressed that other teachers would offer the use of their schoolrooms for similar entertainments.

The Finance Committee reported that the total receipts for the month were £32 8s. 2d.; expenditure £40 18s. On their recommendation a loan was granted. Three applications for relief were considered; in two cases a weekly grant was made, and the other was refused. The repayment of loans was reported and regarded as satisfactory. A cheque was drawn for £26 9s. 6d. for relief and loan granted, postage, &c.

The list of Candidates for Annuities was arranged of twelve applicants, ten were accepted to the list, and two were rejected, as the Committee did not consider that teachers in active employment could fairly claim to be placed on such a list. The voting paper was agreed to, and after the correspondence had been read a vote of thanks was given to Mr. Morgan.

THE LATE REV. JOHN RODGERS.

We have pleasure in printing the full text of the address of the London Board Teachers, read by Mr. John R. Langler, at the meeting of the Board last week, on the occasion of the presentation to the Board of the memorial bust of the late Vice-chairman of the Board, the Rev. John Rodgers.

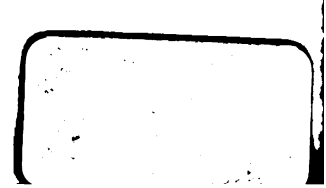
Address by Mr. John R. Langler, B.A., Chairman of the John Rodgers Teachers' Memorial Fund Committee.

Mr. Chairman, Ladies and Gentlemen, members of the School Board for London :—The committee of the John Rodgers Teachers' Memorial Fund desire to thank this Board for the opportunity now afforded publicly to present the bust which has just been unveiled, and which is intended permanently to preserve the memory of its late Vice-chairman, in the place where his influence was so long and so beneficially exercised on behalf of popular education.

In the decease of the Rev. John Rodgers, which took place just two years ago, the teachers of this country felt that they had lost a friend. They knew that long before the School Board system was instituted, the Rev. John Rodgers had devoted his thought, his time, his energy, to education, as apparently the one object of his life; and they also regarded with special satisfaction the efforts which, as a member of this Board, he constantly and consistently made to secure, as instructors of the people, men and women of professional ability, and of high moral character. By the enlightened sympathy of the Board, his success in this respect was not difficult. He frequently affirmed that "teachers were the most important class in the country," and his endeavours to permeate public opinion with this belief were ever sustained and illustrated by practical proofs of its influence over his own personal and official relationships with the members of our profession. All his acts tended to emphasize that character, which had early obtained for Mr. Rodgers the epithet of "The Teachers' Friend."

The general appreciation of Mr. Rodgers' eminent services to the cause of education led to the formation of a fund for the benefit of his widow and two fatherless children. Teachers in public elementary schools desired to erect some memorial of one whom they so greatly respected. The central committee of the fund, including past as well as present members of this Board, accordingly invited two representative teachers to seats at their meetings. Mr. R. W. Coldwell, chosen by the Metropolitan School Board Teachers' Association, and myself, elected by the National Union of Elementary Teachers, frequently attended the committee meetings, which were usually presided over by the late Chairman of the Board, Sir Charles Reed, to whose character and memory, now that he also is gone, the teachers of this country would like to join in offering a tribute of grateful admiration.

The Teachers' Memorial Fund was, for special reasons, kept open after the General Fund was closed, and it finally amounted, in May, 1881, to nearly £700. This sum was subscribed by masters and mistresses in voluntary and Board schools, both in town and country, but chiefly by teachers in the Board schools of the metropolis with which Mr. Rodgers was most directly connected. One hundred pounds was set apart for the execution of the bust before us, and to that amount the central committee have added £20 to provide a suitable tablet for the inscription. The Teachers' Memorial Committee entrusted the work to E. Onslow Ford, Esq., of Fulham-road, who, from a carte de visite, has produced not only a skilful work of art, but also an admirable likeness of the late Rev. John Rodgers—one which, they are glad to know, gives the greatest satisfaction to his bereaved family and to his most intimate friends. The remainder of the Teachers' Fund, £550, was used to provide an annuity for the widow, and has been invested for this purpose by the trustees appointed by the central committee.

The Teachers' Committee wish to express their grateful acknowledgments to the Board for their ready consent to the erection of their memorial in this Board Room, and for the position to which it has been assigned. The valuable advice given on several occasions by both Mr. Croad and Mr. Robson, and the gratuitous legal services of Mr. Gedge, in connection with the trust deed, also demand their warmest thanks.

In now formally handing over to the custody of this Board their monument to the memory of the late Rev. John Rodgers, teachers venture to express a confident hope that the main principles which actuated his zeal may be generally maintained, or, at least, that the same noble spirit which always marked his career as an educationist will ever predominate among those who devote themselves to the promotion of popular education. The London School Board has hitherto given tone to the enterprise of other Boards throughout the country, and it is the earnest desire of the profession that this presentation will tend in some degree to preserve some valuable traditions. The late Vice-chairman accepted the maxim, "As is the teacher so is the school," and he was, therefore, ever intent on securing the best-qualified educators. By the general support given by this Board to the sentiments which he entertained, the position and general status of teachers has been raised, and this monument of the late Rev. John Rodgers is designed to express not only their recognition of his personal sympathy and service, but also their admiration of his character as a zealous educationist and Christian patriot. As Chairman of the Teachers' Memorial Fund, and in the name of the Committee and Subscribers, I beg the acceptance of this bust of the late Rev. John Rodgers, M.A., formerly Vice-chairman of the London School Board.